COURSE TITLE: Student Teaching in Elementary Education

COURSE NUMBER: EDE 4945

COURSE DESCRIPTION (with prerequisites):
This course requires a teacher candidate to demonstrate pre-professional competencies during a 16 week, full-time internship in a public school approved by the department. Contact hours: a minimum of 35 hours per week for 15 weeks. Prerequisites: Completion of all program requirements. Co – requisite: EDE 4943

NAME(S) OF INSTRUCTORS:
Casey Bush, Instructor
Bldg. G, Room 105
850-718-2449
Bushc@chipola.edu

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Since this is a field/clinical course, neither textbooks nor reading material will be required.

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.
A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.
**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her "device" on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

E – 1  Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.

E – 2  Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

E – 3  Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of core content.

E – 4  Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.

E – 5  Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.

E – 6  Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

**Task 2.3.1 (1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.6, 3.1, 3.6, 3.7, 3.9, 3.10, 4.2, 5.4, 6)**  - Being able to critically reflect on your teaching is a skill you need to develop. Choose a class you will be teaching for almost the entire semester. The supervising teacher will complete your first observation in this class (videotaping may be substituted for live observation). With a mentor (your cooperating teacher or College supervising teacher) analyze your teaching. Together you will choose areas upon which to focus for improvement and design a plan to help you improve in those areas. Following this conference, you will reflect in your journal: a critique of the original lesson, the areas upon which you focused for improvement, a discussion of your successes and setbacks, and your plans for continued efforts. You will also analyze your second and third observations with your mentor and identify areas of improvements that you can make.

1. **Task 4.3.2, 8.2.2**  - The teacher creates a showcase portfolio of student work over a unit. This portfolio includes samples of work from students in the teacher’s class who have exceeded and/or met expectations with regard to targets for critical,
creative, or higher-level thinking and those who have not met expectations (at least on an initial evaluation). All samples presented also show that students have acquired and used knowledge in the content area. The final product includes work samples from ten students, a reflection on each student, and a copy of the lesson plans that were used to generate the work.

2. **Task 1.5.1** - The goal of effective teaching is student learning. When you accurately assess your students’ learning, your data will provide you with information that will help you adapt your teaching methods to create maximum learning strategies for your students. For this activity you will identify a unit, set up pre and post assessments for the unit, teach the unit, analyze the data for the class, and write an analysis of student outcomes for individual students and the class. (This is a companion task to the tasks in **Portfolio of Student Work**.)

3. **Task 1.3.2** - The teacher develops a classroom assessment system for one grading period. The product includes lists of outcomes, pre-assessment activities, and traditional and alternative assessment strategies, as well as a copy of the teacher’s assessment recordkeeping system or grade book. (This is a companion task to the tasks in **Portfolio of Student Work**.)

4. **Task 11.4.2, 1.4.2** - One day at the beginning of your student teaching experience you need to “shadow” a student during his or her full day of classes. Your goal is to develop a better understanding of a typical day in the life of a high school/middle school student. You will prepare a short report (3-4 pages, typed) in which you describe the student’s schedule, analysis of cumulative folder (if possible), the nature of his or her classes, and discuss implications for you as a teacher of mathematics. This is NOT just a log of what happened on that day; Write about problems, communication, reasoning, and connections from the point of view of the student, then link them to what that means for you as a teacher. Include strategies or suggestions for improvement after the shadowing. This report is your first assignment.

5. **Task 11.1.1 or 11.2.1** - The teacher develops a plan for the school's open house, and school advising conference, a financial aid workshop or any other appropriate parent/school function that meets outside of school hours.

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR EDE 4945</th>
<th>NGSSS/Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills:</th>
<th>Assessment Activities</th>
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</thead>
<tbody>
<tr>
<td>The student will:</td>
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<td>Subject Area K - 6</td>
<td>Professional Education</td>
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<tr>
<td>Demonstrate professional and ethical conduct.</td>
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<td>E-6</td>
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<tr>
<td>Demonstrate knowledge of core concepts, including the subject area and professional education competencies.</td>
<td>Specific benchmarks based upon teaching assignments</td>
<td>E-3</td>
<td>Specific competencies Based upon teaching assignment</td>
<td></td>
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<tr>
<td>Deliver well-planned lessons that engage students.</td>
<td>E-1,E-3, 1.1, 1.2, 1.4, 1.5,</td>
<td>Task 2.2.1-RU</td>
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<tr>
<td><strong>MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:</strong></td>
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<td>-------------------------------------------------</td>
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<tr>
<td>1. Arrive at school site promptly and stay beyond the school day to plan for upcoming instruction.</td>
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<td>2. Be in attendance except in the case of emergency. If illness or a personal emergency makes it necessary to be absent, you must first call your cooperating teacher to notify him or her. Then call Dr. Cleveland office to leave a message.</td>
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<td>3. Complete assigned projects in a timely manner to enable reflections and revisions of the final product.</td>
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<td>4. Collaborate with peers and other professionals.</td>
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**ASSIGNMENT AND/OR COURSE OUTLINE**

See your Instructor First Day Handout for individual instructor assignment schedule.