COURSE TITLE: Student Teaching in English/Language Arts Education
COURSE NUMBER: LAE 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: LAE 4943

NAME(S) OF INSTRUCTORS:
Pam Rentz

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. 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 Language Arts.
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.

1. 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.

2. Task 4.3.2 (1.1, 1.2, 1.3, 1.4, 3.2, 3.3, 3.4, 3.10, 4.1, 4.2, 4.3) - 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. (This is a companion to Task 1.3.2)
3. **Task 1.3.2 (1.4, 4.1, 4.2, 4.3, 4.4, 4.5)** - 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 to
Task 4.3.2)
4. **Task 11.1.1** (2.4, 2.5, 4.5, 5.3, 5.4) - The teacher develops and implements a plan to
foster communication with parents/guardians through activities that might include an
open house, parent conference, or any other appropriate parent/school function that
meets outside of school hours.
5. **Task 5.4.2 (2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 3.8)** - The teacher plans a lesson for a class
containing diverse students. The teacher is observed to determine effectiveness of
instruction with a diverse student population. This observation targets sensitivity,
equitable treatment, and planning for students from different backgrounds, cultures, and
skill levels.
6. **Task CC3A (all indicators)** – This is the final product to be prepared on the teacher
candidate by the Chipola supervising instructor of the internship. It includes major tasks
and performance observations from the internship experience. Using the scoring rubric,
a decision is reached about whether the candidate has successfully completed the
internship.

### LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-
SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR LAE 4945</th>
<th>NGSSS/ NCTE Standards</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies and Skills: English Education 6 – 12</th>
<th>Professional Education</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate professional and ethical conduct.</td>
<td></td>
<td></td>
<td>E-6, all indicators</td>
<td></td>
<td>Task CC3A - RU</td>
</tr>
<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, all indicators</td>
<td>Specific competencies based upon teaching assignment</td>
<td>All standards</td>
<td>Task CC3A-RU</td>
</tr>
<tr>
<td>Deliver well-planned lessons that engage students.</td>
<td>Specific benchmarks based upon teaching assignments</td>
<td>E-1, E-2, E-3, 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.6, 2.3, 1, 3.4, 3.6, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3</td>
<td>Specific competencies based upon teaching assignment</td>
<td>7.1, 7.4, 10, Task 2.3.1-RU Task 4.3.2 – RU Task CC3A-RU</td>
<td></td>
</tr>
<tr>
<td>Use technology in planning, teaching and evaluating students</td>
<td>Specific benchmarks based upon teaching assignments</td>
<td>E-1, E-2, E-3, E-4, 1.1, 1.2, 1.3, 1.4, 3.4, 3.10, 4.1, 4.2, 4.3</td>
<td>5.7</td>
<td>12</td>
<td>Task 4.3.2 – RU Task CC3A-RU</td>
</tr>
<tr>
<td>Use a variety of instructional strategies and materials to actively engage students</td>
<td>Specific benchmarks based upon teaching assignments</td>
<td>E-1, E-2, E-3, 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.6, 3.1, 3.4, 3.6, 1.2, 3.2, 3.4, 4.7, 4.5, 7.2, 7.3, 7.5, 8,</td>
<td></td>
<td></td>
<td>Task 2.3.1-RU Task 4.3.2 – RU Task CC3A-RU</td>
</tr>
</tbody>
</table>
**Assessment Codes**

| T   = Tests                     | RPT = Report/Presentation | Proj. = Projects      | BO  = Behavioral Observation |
| OT  = Objective Tests          | SP = Skills Performance   | Exp. = Experiments    | Clin. = Clinicals            |
| UT  = Unit Tests               | SD = Skills Demonstration | Cap. Proj. = Capstone Project | CS = Case Study             |
| Q   = Quizzes                  | W = Writing Assignments   | Cap. Course = Capstone Course | CP = Case Plan              |
| F   = Final Examination        | E = Essays                | Prac. = Practicum     | Port. = Portfolio           |
| CF  = Cumulative Final         | DE = Documented Essays    | Intern. = Internship  | Obs. = Teacher Observation  |
| EX  = Departmental Exam        | RP = Research papers      | H = Homework          | Sk. Check = Skills Check-off|
| SE  = Nat’l or State Standardized Exam | J = Jury              | PS = Problem Solving  | Curriculum Frameworks       |
|                              | R = Recital               | DB = Discussion Board | JP  = Judged                |

**Means of Accomplishing Student Learning Outcomes:**

1. Arrive at school site promptly and stay beyond the school day to plan for upcoming instruction.
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 Ms. Rentz’s office to leave a message.
3. Complete assigned projects in a timely manner to enable reflections and revisions of the final product.
4. Collaborate with peers and other professionals.

**Assignment and/or Course Outline**

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