



# CHIPOLA COLLEGE

## COURSE SYLLABUS

Chipola's website: [www.chipola.edu](http://www.chipola.edu)

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**COURSE TITLE:**

Student Teaching in Elementary Education

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**COURSE NUMBER:**

EDE 4945

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**COURSE DESCRIPTION (with prerequisites):**

This course requires a teacher candidate to demonstrate pre-professional competencies during a 15 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. Corequisites: EDE 4943 or EDG 4936 and RED 4854. 8 semester hours credit.

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**NAME(S) OF INSTRUCTORS:**

Rose Cavin, Ph.D., [cavinr@chipola.edu](mailto:cavinr@chipola.edu)  
Amanda Clark, Ph.D., [clarka@chipola.edu](mailto:clarka@chipola.edu)  
Casey Dowgul, [dowgulc@chipola.edu](mailto:dowgulc@chipola.edu)  
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Gina McAllister, Ph.D., [mcallisterg@chipola.edu](mailto:mcallisterg@chipola.edu)

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**EFFECTIVE ACADEMIC YEAR:**

2015-2016

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**REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:**

Since this is a field/clinical course, neither textbooks nor reading material will be required.

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**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.

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**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:**

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Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

#### **ACADEMIC HONOR CODE POLICY:**

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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:**

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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:**

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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:**

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The college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-

2812 for any issues in accessing or utilizing Canvas. 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.

**FREE TUTORING RESOURCES:**

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

**ELECTRONIC DEVICE USAGE STATEMENT:**

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

**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.

<b>LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS</b>			
<b>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR EDE 4945</b>	<b>DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES</b>	<b>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</b>	<b>LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT</b>
<b>The student will:</b> Demonstrate professional and ethical		E-6	

conduct.			
Demonstrate knowledge of core concepts, including the subject area and professional education competencies.	Specific benchmarks based upon teaching assignments	E-3	
Deliver well-planned lessons that engage students.		E-1, E-3, 1.1, 1.2, 1.4, 1.5, 3.1, 3.6, 3.7, 3.9, 3.10 Task 2.3.1-RU	
Use technology in planning, teaching and evaluating students		E-2	
Use a variety of instructional strategies and materials to actively engage students		E-1, E-3, 1.2, 1.4, 1.5, 2.1, 3.1, 3.6, 3.7, 3.9, 3.10 Task 2.3.1-RU	Task 2.3.1-RU
Implement a variety of assessment and feedback strategies		E-4	
Maintain a student-centered learning environment using effective classroom management strategies		E-2, E-3 2.1, 2.2, 2.6, 3.1, 3.6, 3.7, 3.9, 3.10 Task 2.3.1 - RU	Task 2.3.1-RU
Self-evaluate for continuous professional development		E-5, E-6 5.4, 6 Task 2.3.1 – RU	Task 2.3.1 - RU

**\*\*Assessment Codes**

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

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**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.

### **GRADING CRITERIA FOR NUMERICAL CALCULATION:**

Students will be assigned two grades for this course. The cooperating teacher will assign one grade using the following criteria: 35%, attendance and punctuality at school site; 20%, knowledge of subject areas; 25%, completeness of lesson plans; 20%, classroom management skills. The college supervisor will assign the second grade based on: 45%, completion of assignments and Tasks; 20%, knowledge of subject areas; 35%, classroom management skills. The student's grade in this course will be the average of these two grades.

### **Requirements**

1. Observations. After an initial visit between you and your cooperating teacher, we will observe you teaching various subject areas. Lesson plans and journal entries will be checked at the observation. Observations will focus on teaching style, instructional strategies, assessment, planning and preparation, classroom management, use of technology, and use of materials. There will be a debriefing conference following each observation.
2. Regular daily attendance. 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 your College Instructor to notify him/her. **Emails are NOT ACCEPTABLE.**
3. Punctuality to school and seminars.
4. Keep a planbook of all of your lesson plans. This needs to be available at observations.
5. Provide your observer with a copy of your teaching schedule at each seminar.
6. Keep folder with documentation of communications with students, parents, colleagues, administrators, etc.
7. Turn in all assignments on time.
8. Complete all activities on the accompanying checklists
9. Smile a lot and learn a lot!  
This will be a very busy semester for you. The sooner you get organized and learn to manage your time, the better off you will be.

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