



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Student Teaching in Exceptional Student Education

COURSE NUMBER:

EEX 4945

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. Corequisite: EEX 4933 or EDG 4936 and RED 4854. Nine (9) semester hours credit.

NAME(S) OF INSTRUCTORS:

TBA

EFFECTIVE ACADEMIC YEAR:

2015-2016

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 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 for 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 exceptional student education.

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: Demonstrate professional responsibility and ethical conduct and fulfill expected obligations to students, the public, and the education profession.

STUDENT LEARNING OUTCOMES FOR EEX 4945 The student will:	State-Adopted Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Subject Area	Professional Education	
Demonstrate professional and ethical conduct.		E-6, all indicators		6	Task CC3A - RU
Demonstrate knowledge of core concepts, including the subject area and professional education competencies.	Specific benchmarks based upon teaching assignments	E-3, all indicators	Specific competencies based upon teaching assignment	All standards	Task CC3A- RU

Deliver well-planned lessons that engage students.	Specific benchmarks based upon teaching assignments	E-1,E-3, 1.1, 1.2, 1.3,1.4, 1.5, 3.1, 3.4, 3.6, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3	Specific competencies based upon teaching assignment	7.1, 7.4, 10,	Task 2.2.1- RU Task 4.3.2 – RU Task CC3A- RU
Use technology in planning, teaching and evaluating students	Specific benchmarks based upon teaching assignments	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		12	Task 4.3.2 – RU Task CC3A- RU
Use a variety of instructional strategies and materials to actively engage students	Specific benchmarks based upon teaching assignments	E-1, E-3, 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 3.1, 3.4, 3.6, 3.7, 3.9, 3.10, 4.1, 4.2, 4.3		4, 5, 7.2, 7.3, 7.5, 8,	Task 2.2.1- RU Task 4.3.2 – RU Task CC3A- RU
Implement a variety of assessment and feedback strategies		E-1, E-4, 1.1, 1.2, 1.3, 1.4, 3.4, 3.10, 4.1, 4.2, 4.3 4.4, 4.5		1, 11.4,	Task 1.3.2 – RU Task 4.3.2 – RU Task CC3A- RU
Maintain a student-centered learning environment using effective classroom management strategies		E-2, E-3 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.6, 3.7, 3.8,3.9, 3.10		2, 9,	Task 2.2.1- RU Task CC3A- RU Task 5.4.2- RU
Collaborate with the home, school and large community to support and improve student learning		E-2, E-4, E-5, 2.4,2.5,4.5, 5.3, 5.4		2, 11.1, 11.6, 11.7	Task 11.1.1 – RU Task CC3A- RU
Self-evaluate for continuous professional development		E-2, E-5, E-6 2.4, 2.5,4.5, 5.3, 5.4		3	Task 2.2.1 – RU Task 11.1.1 – RU Task CC3A- RU

****Assessment Codes**

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

Task 2.3.1 Evaluation of Student Teaching

Educator Accomplished Practice Indicators:

- 1.1 Aligns instruction with state-adopted standards at the appropriate level of rigor
- 1.2 Sequences lessons and concepts to ensure coherence and required prior knowledge
- 1.4 Selects appropriate formative assessments to monitor learning
- 1.5 Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
- 2.1 Organizes, allocates, and manages the resources of time, space, and attention
- 2.2 Manages individual and class behaviors through a well-planned management system
- 2.5 Models clear, acceptable oral and written communication skills
- 2.6 Maintains a climate of openness, inquiry, fairness, and support
- 3.1 Deliver engaging and challenging lessons
- 3.2 Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
- 3.3 Identify gaps in students' subject matter knowledge
- 3.4 Modify instruction to respond to preconceptions or misconceptions
- 3.6 Employ higher-order questioning techniques
- 3.7 Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding
- 3.9 Support, encourage, and provide immediate and specific feedback to students to promote student achievement
- 3.10 Utilize student feedback to monitor instructional needs and to adjust instruction
- 5.1 Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.
- 5.4 Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues
- 5.5 Implements knowledge and skills learned in professional development in the teaching and learning process

6 Professional Responsibility and Ethical Conduct

Task Description

The intern will be observed at least three times by the college supervising instructor with each visit lasting the entire class period. These observations will be unannounced. The supervisor will meet with the cooperating teacher and the intern following the observation to discuss the evaluations on the observation instrument. Together you and your team will choose areas upon which to focus for improvement and design a plan to help you improve in those areas. Following each 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.

Task 11.1.1 Collaboration with home, school, and larger communities

Task Number:	11.1.1
Task Name:	Collaboration with home, school, and larger communities
Educator Accomplished Practice Indicators:	<ul style="list-style-type: none">2.4 Respects students' cultural, linguistic and family background2.5 Models clear, oral and written communication skills4.5 Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s)5.3 Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement5.4 Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.

Task Description

The intern teacher develops and implements a plan to foster communication with parents/guardians through a parent conference, or any other appropriate parent/school function that meets outside of school hours. The intern writes a comprehensive narrative for the activity that includes an explanation of how the student's cultural, linguistic and family background was used in the planning and the development of materials for the conference, what assessment data was shared with the parents/guardians, and what collaboration avenues with the home, school and larger community would be proposed to support student learning and continuous improvement. After participating in the conference, a written reflection on the success of the planning for the conference, the communication and the conference's potential impact on student learning is written. At least one goal for improving communication skills based upon the experience must be included in the reflection.

Task 5.4.2 Observation for Equity (Observation)

Accomplished Practice Indicators:

- 2.3 Conveys high expectations of all students.
- 2.4 Respects students' cultural, linguistic and family background.
- 2.6 Maintains a climate of openness, inquiry, fairness and support.
- 2.7 Integrates current information and communication technologies
- 2.8 Adapts the learning environment to accommodate the differing needs and diversity of students
- 2.9 Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals
- 3.8 Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students

Task Description

The teacher candidate teaches a planned lesson for a class containing diverse students. The teacher candidate is observed by a mentor teacher. This mentor evaluates the effectiveness of the instruction in conveying high expectations for all students, respecting students' cultural, linguistic and family background, maintaining a climate of openness, inquiry, fairness and support, adapting instruction to accommodate the differing needs and diversity of students, making use of technologies that enable students to participate in high quality communication, and differentiating instruction based upon informal assessment and recognition of the individual differences in students.

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