COURSE SYLLABUS

Southeast Missouri State University
Department: Elementary, Early, & Special Education
Course No. EL 480
Title of Course: Elementary Education Student Teaching Field Experience
Date: College Council Approval Jan. 20, 2015
Please check: X New Revision

1. Catalog description, including descriptive statement, prerequisites, credit hours, course number, and title.
   
   **Catalog Description (Credit Hours of Course):** Clinical experience requiring a demonstration of content knowledge, differentiated instruction, curriculum implementation, critical thinking, classroom management, communication, assessments, professionalism and collaboration. (12 cr. Hr.)

   Prerequisite(s): Completion of all University studies, content discipline, and professional education courses; Passing score on the appropriate content exam(s)
   Co-requisite: EF 400 Student Teaching Seminar

2. Semester: Fall 2015

3. Contact hours of course: 12 credit hours

4. Instructor name and contact information, including office phone, office location, and e-mail address: Director of Clinical and Field Experiences

5. Statement of whom to contact with concerns (use required wording)

   Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Department Chair of the Elementary, Early and Special Education Dept. or the Middle & Secondary Education Dept.

6. Office hours and location if different from office location

7. Course Objectives (optional; include if listed in Course Approval Document)

   Purposes or Objectives of the Course:

   Teacher candidates will:

   1. Demonstrate knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri
2. Demonstrate content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
3. Recognize diversity and the impact it has on education (i.e. student learning, research, etc.)
4. Recognize the components and organization of an effective curriculum, create aligned learning experiences, locate national and state standards, and align them to learning outcomes.
5. Demonstrate how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.
6. Demonstrate knowledge of research-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher-level thinking skills.
7. Use classroom management, motivation, engagement strategies and techniques to promote student interest and learning.
8. Demonstrate competence in managing time, space, transitions, and activities to create and effective learning environment.
9. Recognize and identify the influence of classroom, school, and community culture on student relationships and the impact on the classroom environment and learning.
10. Describe the importance of and use effective verbal and nonverbal communication techniques.
11. Use a variety of formal and informal methods of assessments.
12. Design, and utilize pre and post-tests to identify prior knowledge and chart progress.
13. Can explain ethical and legal implications of confidentiality of student records; can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators.
14. Reflect on teaching practices to refine their own instructional process, in order to promote the growth and learning of students.
15. Participate in collaborative curriculum and staff development meetings and demonstrate the ability to collaborate with her/his cooperating teacher and supervisor to establish relationships in the school, district, and community.
16. Work with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.

8. Student Learning Outcomes

**Student Learning Outcomes (Minimum of 3):**

| 1. Students will design lesson plans with appropriate standards and assessment tools for gathering data and effective teaching in the field classroom. | Measurement: Emerging 1/Emerging 2 of the Missouri Educator Evaluation System |
| 2. | Students will reflect on their field experience and refine their instructional process to promote the growth and learning of students. | Standards 1, 2, 3, 4, and 7. |
| 9. | Accessibility statement (the official statement and/or a link/URL to official statement) Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. |
| 10. | Civility statement (the official statement and/or a link/URL to official statement) Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system. |
| 11. | Academic honesty statement (the official statement and/or a link/URL to official statement) Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an
above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism.** In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating.** Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

12. Grading scale and policies:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
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<tr>
<td>80% - 89%</td>
<td>B</td>
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<tr>
<td>70% - 79%</td>
<td>C</td>
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<tr>
<td>60% - 69%</td>
<td>D</td>
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<tr>
<td>Below 60%</td>
<td>F</td>
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Students must obtain a C or better in this course for graduation.

Students must have a 3.0 cumulative GPA in professional education courses for certification.

13. Course specific required materials (textbook, supplies, subscriptions, safety items, etc.)

Text: None
14. Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.)

15. Final exam date/time/place

16. Class content—outline or schedule

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<thead>
<tr>
<th>Topics</th>
<th>Number of Hours</th>
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<tbody>
<tr>
<td>Clinical experience</td>
<td>1. Content Knowledge Aligned with Appropriate Instruction</td>
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<td></td>
<td>2. Student Learning Growth and Development</td>
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<td>3. Curriculum Implementation</td>
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<td>4. Critical Thinking</td>
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<td>5. Positive Classroom Environment</td>
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<td>6. Effective Communication</td>
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<td>7. Student Assessment and Data Analysis</td>
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<td>8. Professionalism</td>
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<td>9. Professional Collaboration</td>
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<td>Seminar (EF 400 Co-requisite)</td>
<td>Topics include (but not limited to): MoPTA Tasks, Career Linkages (Resume, Interviewing), Certification, Technology, Differentiated Instruction with Diverse Learners, First Year Teaching Experience, Current Issues in Education</td>
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</tbody>
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**Potential Readings and Resources**


