



HLC Accreditation 2020-2021

Evidence Document

Academic Affairs

Concurrent Enrollment

Concurrent Enrollment Courses from Dexter High School, Dexter, KS

Additional information:

Teacher Internship/Observation
Course Codes 19152 and 42251
WSU CI 3 320 Introduction to Diversity: Exceptionalities

Course Syllabus
2020-2021

Instructor: Theresa McDowell

A. Description of the Courses

These courses are part of the Education and Training Pathway. These courses emphasize Educational Methodology to prepare students to teach and guide. This course provides opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Students examine and practice teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques. Students in this course will better understand the strengths and needs of learners with exceptional needs, including those with physical, sensory, neurodevelopmental, and cognitive disabilities and those who exhibit gifts and talents. The effects of cultural differences and human developments on individuals with exceptional needs are explored.

B. Course Competencies and Essential Understandings

Planning and Preparing-- This section addresses concepts and requirements that lead to effective instruction.

- ◆ Interpret fundamental knowledge of content to plan/prepare instruction through observations and active involvement.
 - Identify prerequisite knowledge that will provide a bridge between past and future knowledge for learners.
 - Identify and explain connections to life and career applications to make content relevant to learners.
 - Identify and explain universal design for learning.
- ◆ Observe and utilize knowledge of learning and developmental theory to describe learners.
 - Understand terms associated with observing (e.g. lesson plan components, modes of observation, role of participation in process)
 - Understand information to describe contextual factors of learners. (relate to demographics)
 - Explore the contextual factors of learners.
 - Understand and explain history of special education and the relationship to various cultures. (history of misdiagnosis of students from culturally diverse background and English Language learners)

- ◆ Identify and use content knowledge and instructional skills to construct standards based educational outcomes.
 - Analyze the importance of content knowledge of the subject matter to plan/prepare effective instruction.
 - Identify differentiated outcomes due to learners' developmental levels, abilities, interests, and future objectives.
 - Use knowledge of learners to align outcomes with learners' developmental level, abilities, interests, and future objectives
 - Identify clear outcomes.
- ◆ Explore and use content knowledge teaching/learning, and assessment options to plan assessment/evaluation strategies.
 - Identify alignment of appropriate assessment/evaluation strategies to educational outcomes.
- ◆ Explore diversity in learners and cultures in schools.
 - Explain exceptionalities
 - Plan and prepare for differing cultures and exceptionalities.
 - Understand various disability categories and plan appropriately to meet learner needs.
- ◆ Apply knowledge of teaching/learning and instructional skills to plan educational strategies.
 - Use knowledge of learners to align instructional strategies to learners' characteristics.
 - Use multiple ways to group learners to enhance instruction.
- ◆ Prepare needed materials and resources to support instructional planning.
 - Prepare materials and resources needed to enhance instruction.
 - Prepare resources to aid learners in learning.

Learning Environment-- This section is devoted to the physical space and climate in which the instruction will occur.

- ◆ Establish a positive climate to promote learning.
 - Explore strategies to establish respect and rapport to foster positive social and intellectual interactions.
 - Support the practices in place to maintain respect and rapport enhancing positive social and intellectual interactions.
 - Explain the importance of context to promote interest in learning.
 - Identify and explain classroom management for diverse learners.
- ◆ Employ motivational, social, and psychological theory and effective practices to guide learners' behavior.
 - Document expectations to make standards of conduct clearly known.
 - Identify and use various strategies to monitor learners' behavior.
 - Recognize and provide appropriate feedback to respond to learners' behavior.
- ◆ Use organizational and relationship-building skills to manage instructional activities and procedures.
 - Analyze and employ time management skills to effectively manage instructional transitions.

- Analyze and employ organizational skills to manage instructional resources (i.e., tools, equipment, supplies, and materials).
- Analyze and employ organizational and relationship-building skills to supervise learners.

Instruction-- This section is focused on actual teaching skills within a learning environment.

- ◆ Implement instructional strategies to advance learning.
 - Observe and use appropriate instructional strategies to make content meaningful to learners.
 - Observe and use learning activities and assignments to challenge and engage learners.
 - Observe and use content and knowledge of teaching/learning to deliver instruction coherently.
 - Document instructional materials and resources used to enhance learning.
 - Identify questioning techniques to encourage higher-order thinking.
 - Document educational technology to enhance learning.
 - Observe cooperative learning techniques to engage learners.
 - Use appropriate instructional strategies to make content meaningful to learners.
 - Employ instructional materials and resources to enhance learning.
 - Use questioning techniques to encourage higher-order thinking.
 - Select educational technology to enhance learning.
 - Use cooperative learning techniques to engage learners.
- ◆ Make appropriate adaptations in instructional plans.
 - Incorporate learner questions and interests to make instruction relevant and responsive to learners.
- ◆ Use assessment/evaluation to advance student learning.
 - Use feedback provided to student learners to advance student learning.

Professional Responsibilities—This section is preparing for a teaching role.

- ◆ Demonstrate use of professional resources and opportunities to improve knowledge and skills.
 - Participate in and model leadership in professional student organizations (FCCLA or FEA) strongly linked to education careers to improve knowledge and skills
 - Analyze the relationship between skills learned in a student organization and skills needed for success as an educator.
 - Determine resources helpful when advocating for students. (i.e. people, organizations, websites)
- ◆ Recognize the importance of lifelong learning to effective teaching.
 - Describe requirements to obtain and retain employment in education and training careers in Kansas. (i.e. K-12, post-secondary, cooperative extension, GED, workforce training)
 - Compare and contrast methods of learning about best practices and professional development opportunities. (e.g. professional journals, college credit courses, professional organization webinars)
 - Explore the role of in-service and certifications to illustrate skill attainment and knowledge learned.

- Analyze benefits of participation in professional organizations to expand knowledge and strengthen skills.
- ◆ Use organizational skills to record and maintain records
 - Use organizational skills to record learner activities and experiences.
 - Use organizational skills to record non-instructional data.
- ◆ Use reflection on past performance to assess effectiveness of instructional practice.
 - Revise your philosophy of education that reflects effective instructional practice.
 - Analyze past actions to refine instructional practice.
 - Design a post-secondary education plan to obtain content knowledge and technical skill training.

C. Grading

- **Late work:** Student professionalism score will be reduced each week student has late assignments. Students will be given 80% of the score earned when work is late up to 1 week. **After 1 week**, assignments will be reduced by 50%. If the student is absent for medical reasons, they have 2 days for each sick day to hand in assignments. For known excused absences the work should be completed before leaving.
- Assignments will be scored with points earned for correct answers. Projects will be scored with rubrics. Assignments are due at the beginning of the hour on the due date, unless otherwise specified in class. Google Classroom is the Learning Platform used, and assignments will be turned in on the Google Classroom posted assignment, or in the basket designated in the classroom.
- Students are responsible for turning all work turned in in a timely manner, including work from days absent. All late Flip grids and quizzes the teacher is to be notified that it has been completed as these sites don't send updates.
- The grading system is as follows:

○ A = 95 - 100	○ C = 73 - 76
○ A- = 90 - 94	○ C- = 70 - 72
○ B+ = 87 - 89	○ D+ = 67 - 69
○ B = 83 - 86	○ D = 63 - 66
○ B- = 80 - 82	○ D- = 60 - 62
○ C+ = 77 - 79	○ F = 59 - 0
- **Incomplete Work:** Incomplete work must be made up in a reasonable amount of time. For each day of absence, the student will have one day of make-up time to complete work. Long-term illnesses or absences will be made up in a period of time equal to the number of days absent from school.
- Assignments will be scored with points earned for correct answers. Projects will be scored with rubrics. Assignments are due at the beginning of the hour on the due date, unless otherwise specified in class. Google Classroom is the Learning Platform used, and assignments will be turned in on the Google Classroom posted assignment, or in the basket designated in the classroom.

- Weekly journals need to be completely filled out with the dates, specific activities you have performed, signed by the cooperating teacher, and returned every last day of the instructional week. This is normally Friday, but may change with shortened weeks.
- Returned work is located in a file box beside the turn in work, and may be picked up by the student. No assignments will be returned until all students have turned assignments in. Students are responsible for including their name on written work. 5 Points or 10% of the point value will be deducted from the assignment, depending on total points of the assignment. Work missing name identification will be posted in the classroom for the owner to identify and claim.
- Students are responsible for turning work into the proper basket and getting all work turned in in a timely manner, including work from days absent.
- Homework:
- Students will be given an amount of time equal to the time missed to make up their assignments, if the assignment was assigned when student was absent.
- Previously assigned assignments when the student was present need to be turned in on the original due date. 3. Additional time may set up to make up work if it is warranted under the circumstances surrounding the absences.
- If a student does not make up the work in the allotted time they will receive an F grade for the assignment.
- It is the student's responsibility to get their make-up work assignments. Absent assignments will either be sent home through the office request system, or placed in the absent work file in the classroom if not requested.

D. Observation and Internship Expectations

- BE ON TIME! Use appropriate check in and out procedures.
- Be professional at ALL TIMES!
- Dress professionally for the job every day! COVER parts, no low-cut tops or pants, no short shorts or skirts, rips on jeans minimal, no sweat pants except for PE observations.
- NO PHONE ZONE!
- NO FOOD, SNACKS, DRINKS.
- DO QUALITY WORK!
- ASK if you don't know or don't understand.
- KEEP CONFIDENTIALITY—Remember the form!
- Contact cooperating teacher (as a boss), AND supervising teacher at GHS BEFORE going to be absent. (Use email and their preference to be contacted.
- COMPLETE weekly journal and SUBMIT ON TIME!
- Make up missed time when possible.
- Introduce yourself to the school principal and secretaries.
- Help teacher as needed as comfortable. Ideas include create bulletin board, center set up, tutor.
- Follow all safety practices as set by the school.

E. Classroom Expectations

- Arrive to class prepared and on time. Keep in mind absences will need to be made up. Contact the teacher of record and the cooperating teacher before the expected

absence when possible. If illness, contact both the teacher of record and the cooperating teacher as you would contact the school for an absence. Illness absences will be excused within teacher contract guidelines. All other absences will need to be made up.

- Be professional at all times.
- Dress should be professional at all times. Torn jeans, shorts, etc are not allowed.
- Phones are not allowed on internship site.
- Food and snacks are not allowed during internship times.
- Keep confidential information confidential.
- Fully complete weekly time sheet and journal with specific activities you have completed.
- Sign check out sheet daily with teacher of record.
- Turn in work due, sit down, begin bell work, get supplies ready.
- Assignments are due at the beginning of the hour, unless otherwise specified.
- Student center is located on cabinet where assignments are turned in.
- Electronics should be stored either on person or left in the student's car.
- Be respectful of all class members, the classroom and the teacher.
- Follow all school rules as outlined in the handbook.
- Behavior for a substitute should be better than how you behave for the regular teacher. There will be consequences for those not displaying correct behavior.
- Students are responsible for lost or damaged textbooks. These are checked out to the student. I recommend books be kept in the bin in the room for safety and protection of the valuable resource.

F. Suggestions for Success

- Be in class. When absent for an excused reason, come in and talk to get the missing assignment explained before class. Be respectful, and ask for help if you don't understand.