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Miami Dade College

EEX 4941

Student Teaching/Exceptional Student Internship grades 6-12

**Course Description:** The internship program provides students about to enter the field with direct experience in classrooms grades 6-12 over a supervised extended period of the semester. This experience readies the individual for their first position in the field along with continued attention to and application of discrete skills needed for State of Florida Teacher Certification. The Educator Accomplished Practices are incorporated as well as The Council for Exceptional Children's Content Standards for All Beginning Special Education Teachers. Students are required to develop and maintain a portfolio in this course.

6 credits

**Competency 1:** The prospective teacher will be able to demonstrate their ability to discuss, suggest, initiate, and interpret typical procedures used for screening, pre-referral, referral, classification in grades 6-12. To this end they will be able to

- a. Recognize the influence of diversity on assessment, eligibility, programming, & placement of exceptional learners.
- b. Interpret and explain the relationship between assessment & placement decisions.
- c. Suggest, describe and use a wide variety of methods for monitoring student progress.
- d. Create & maintain student records.
- e. Interpret formal & informal assessment instruments & procedures.
- f. Evaluate readiness for integration into various program placements

**Competency 2:** the prospective teacher will be able to demonstrate their ability to establish and maintain rapport in a grade 6-12 setting with students and others involved in the learning process. To this end they will be able to

- a. Communicate professionally in speaking, writing, and other modes of expression.

- b. Collaborate and work cooperatively with students, parents, community members, and colleagues.

**Competency 3:** The prospective teacher will demonstrate their ability to engage in consistent inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning. To this end they will be able to

- a. Engage in self reflection and accept feedback from others in a positive manner.
- b. Be willing and able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.

**Competency 4:** the prospective teacher will be able to demonstrate their ability to teach students in grades 6-12 to use thinking, problem-solving & other cognitive strategies to meet their individual needs. To this end they will be able to

- a. Choose & implement instructional techniques & strategies that promote successful transitions for students with disabilities.
- b. Involve the student in setting instructional goals & charting progress.
- c. Conduct & use task analysis.

**Competency 5:** The prospective teacher will be able to demonstrate their ability to have a positive regard for the disability, culture, religion, gender, and sexuality of students in grades 6-12. To this end they will be able to

- a. Be attentive to learners, with a willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.
- b. Develop and implement strategies for preparing students to live harmoniously & productively in a multiclass, multiethnic, multicultural, multinational world.

**Competency 6:** The prospective teacher will be able to demonstrate their ability to comply with local, state, provincial, federal monitoring and evaluation requirements relative to grades 6-12. To this end they will be able to

- a. Practice within the guidelines of the Code of Ethics and other standards and policies of the profession.
- b. Be committed to developing the highest educational and quality of life potential of individuals with exceptional learning needs.
- c. Promote and maintain a high level of competence and integrity in the practice of the profession.
- d. Exercise objective professional judgment in the practice of the p profession.
- e. Discuss ethical practices for confidential communication to others about individuals with exceptional learning needs.

**Competency 7:** The prospective teacher will be able to demonstrate their ability to identify, develop and/or adapt curricula for the development of motor, cognitive, academic, social, language, affective, & functional life skills for students with disabilities at the grade 6-12 level. To this end they will be able to

- a. Organize and deliver life skills instruction relevant to independent, community, & personal living & employment.
- b. Discuss and provide for the diversity & dynamics of families, schools, & communities as related to effective instruction for individuals with exceptional learning needs.
- c. Describe and utilize theories of learning, human development, developmental levels, valuing diversity, and special needs of the children they teach.

**Competency 8:** the prospective teacher will be able to conduct instruction and other professional activities consist with the requirements of the law, rules and regulations, and local district policies and procedures and appropriate to grades 6-12. To this end they will be able to

- a. Use verbal and nonverbal communication techniques in a professional manner.
- b. Utilize research based best practices for effective management of teaching & learning.

**Competency 9:** The prospective teacher will be able to demonstrate their ability to integrate affective, social, and career/vocational skills with academic curricula in the 6-12 setting. To this end they will be able to

- a. Create a safe, positive, and supportive learning environment in which diversities are valued.
- b. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities;
- c. Design, structure, and manage daily classroom routines, including transition time, effectively for students, and other staff, and the general classroom;

**Competency 10:** The prospective teacher will be able to demonstrate their ability to direct the activities of a classroom paraprofessional, aide, volunteer, or peer tutor in the 6-12 setting. To this end they will be able to

- a. Use effective teaching procedures in social skills instruction.
- b. Assume responsibility for development and implementation of individualized plans for students with disabilities.
- c. Appreciate and draw upon the connection between research and practice when planning.
- d. Evaluate the results of instruction.

**Competency 11:** The prospective teacher will be able to demonstrate their ability to communicate professionally with general education teachers and administrators about characteristics and needs of students with disabilities in grades 6-12. To this end they will be able to

- a. Access information on various cognitive, physical, cultural, social & emotional conditions of exceptional individuals.
- b. Promote the highest educational & quality of life potential of individuals with disabilities.

**Competency 12:** The prospective teacher will be able to demonstrate their ability to use technology in an appropriate manner when relevant to the learners' needs at the 6-12 level. To this end they will be able to

- a. Exhibit working knowledge, skills, and understanding of concepts related to technology and assistive technology.
- b. Make suggestions regarding where to purchase, lease, repair, technology or adapt assistive technological devices.

c. Suggest avenues to obtain training on technology or assistive technology for family members and/or other school personnel.

d. Demonstrate an understanding of the ecology of technology and assistive technology including physical, psychosocial, environmental, and legal domains.