

GENERAL INFORMATION	
Course Prefix/Number: EPI0945	Course Title: Field Experience I
Number of Credits: 1 credits (1 hr. lecture)	
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S. <input checked="" type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C
Date Submitted/Revised: 3/30/12	Effective Year/Term: 2012-3
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency	
Course Description (limit to 50 words or less): The student will learn to observe teaching/learning in K-12 settings with diverse learners, to collect and analyze observational data, and to plan/implement teaching strategies that meet the needs of learners. A formal observation/assessment of the student's teaching performance is conducted. Co-requisite EPI 0030. Fifteen hours of field experience are required. (1 hr. lecture)	
Prerequisite(s):	Corequisite(s): EPI0030

Competencies:
Competency 1:

The student will utilize concepts from human development and learning theories by:

1. Aligning instruction with state-adopted standards at the appropriate level of rigor.
2. Sequencing lessons and concepts to ensure coherence and required prior knowledge.
3. Designing instruction for students to achieve mastery.
4. Selecting appropriate formative assessments to monitor learning.
5. Using a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes adjust planning and continuously improve the effectiveness of the lessons.
6. Developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Competency 2:

The student will maintain a student-centered environment that is safe, organized, equitable, flexible, inclusive, and collaborative by:

1. Organizing, allocating, and managing the resources of time, space, and attention.
2. Managing individual and class behaviors through a well-planned management system.
3. Conveying high expectations to all students.
4. Respecting students' cultural, linguistic, and family backgrounds.
5. Modeling clear, acceptable oral and written communication skills.
6. Maintaining a climate of openness, inquiry, fairness, and support.
7. Integrating current information and communication technologies.

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8. Adapting the learning environment to accommodate the differing needs and diversity of students.
9. Utilizing current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Competency 3:

The student will consistently utilize a deep and comprehensive knowledge of the subject taught by:

1. Delivering engaging and challenging lessons.
2. Deepening and enriching students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.
3. Identifying gaps in students' subject matter knowledge.
4. Modifying instruction to respond to preconceptions of misconceptions.
5. Relating and integrating the subject matter with other disciplines and life experiences.
6. Employing higher-order questioning techniques.
7. Applying varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.
8. Differentiating instruction based on an assessment of student learning needs and recognition of individual differences in students.
9. Supporting, encouraging, and providing immediate and specific feedback to students to promote student achievement.
10. Utilizing student feedback to monitor instructional needs and to adjust instruction.

Competency 4:

The student will consistently practice assessment by:

1. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, informing instruction based on those needs, and driving the learning process.
2. Designing and aligning formative and summative assessments that match learning objectives and lead to mastery.
3. Using a variety of assessment tools to monitor student progress, achievement, and learning gains.
4. Modifying assessments and testing conditions to accommodate learning styles and varying levels of knowledge.
5. Sharing the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).
6. Applying technology to organize and integrate assessment information.

Competency 5:

The student will consistently demonstrate improvement, responsibility, and ethics by:

1. Designing purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.
2. Examining and using data-informed research to improve instruction and student achievement.
3. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.
4. Engaging in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.
5. Implementing knowledge and skills learned in professional development in the teaching and learning process.

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Competency 6:

The student will demonstrate high moral standards in the community by:

1. Understanding that educators are held to a high moral standard in the community and adhering to the Code of Ethics and Principles of Professional Conduct of the Education Profession pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C. and fulfilling the expected obligations to students, the public, and the teaching profession.

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