

<b>ESEE 351</b>	<b>Strand:</b> Field Experience	<b>Title:</b> Rounds
<b>Course Description:</b> <i>This field-based course engages teacher candidates in a variety of purposeful observation and reflection activities aligned with coursework. Field settings are appropriate to concurrent classes; supervision provided by participating site personnel and college supervisor.</i>		<b>Emphasis:</b> None
<b>CEC Standards</b>	<b>InTASC Standards</b>	<b>Threaded Faculty</b>
<ul style="list-style-type: none"> <li>• CEC 1: Learning Development and Learning Differences</li> <li>• CEC 3: Curricular Content Knowledge</li> <li>• CEC 5: Instructional Planning &amp; Strategies</li> <li>• CEC 7: Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• InTASC 2: Learning Differences</li> <li>• InTASC 4: Content Knowledge</li> <li>• InTASC 8: Instructional Strategies</li> <li>• InTASC 10: Leadership &amp; Collaboration</li> </ul>	<p>MLL: Culture as it Affects Student Learning, Assessment for MLLs</p> <p>(assigned tasks during Tutee Shadow rounds)</p>

<b>EdTPA Preparation</b>	<b>Key Assessments</b>
None	None
<b>Severe Disabilities</b>	<b>Instructional Technology</b>
Rounds include a Model Autism site and Hawaii School for Deaf and Blind	Candidates identify and describe the use of technology for teaching and learning in field settings.
<b>CREDE</b>	<b>RTI</b>
Candidates identify and describe ways in which CREDE standards naturally occur within field settings.	None
<b>IRIS Modules</b>	<b>EBP(s)</b>
None	None