

# EDISON STATE COLLEGE

Division of Baccalaureate and University Programs

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## COMMON COURSE SYLLABUS

**PROFESSOR:**

**OFFICE LOCATION:**

**E-MAIL:**

**PHONE NUMBER:**

**OFFICE HOURS:**

**SEMESTER:**

### I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

#### **SCE 4940 – Internship in Secondary Education with Biology Emphasis 12 Credits**

This course requires teacher candidates to lead instruction in an area 6-12 science classroom under the supervision of a trained clinical educator. Guided by the Florida Educator Accomplished Practices, ESOL Performance Standards, and ESOL K-12 Competencies and Skills, teacher candidates will write lesson plans, choose materials, conduct lessons, and manage student behavior during one semester of full day internship. Over the course of the internship, teacher candidates will conduct systematic inquiry about their work with children in 6-12 school settings and continually revise their classroom instruction and management through a cycle of reflective practice. Teacher candidates will participate in a series of required mandatory seminars at Edison State College.

### II. PREREQUISITES FOR THE COURSE:

Successful completion of all other coursework in the B.S. in Secondary Education Biology program of studies or permission from the Associate Dean of Education.

### III. GENERAL COURSE INFORMATION:

- Final Internship
- Instructional Resources, Materials and Tools
- Formal and Informal Assessments
- Curriculum creation and delivery
- Inclusive strategies for diverse learners including students with exceptionalities and English Language Learners (ELLs)

### IV. LEARNING OUTCOMES AND ASSESSMENT:

#### **GENERAL EDUCATION COMPETENCIES:**

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

# EDISON STATE COLLEGE

Division of Baccalaureate and University Programs

*Communication (COM):* To communicate effectively using standard English (written or oral).

*Critical Thinking (CT):* To demonstrate skills necessary for analysis, synthesis, and evaluation.

*Technology/Information Management (TIM):* To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

*Global Socio-cultural Responsibility (GSR):* To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

*Scientific and Quantitative Reasoning (QR):* To identify and apply mathematical and scientific principles and methods.

LEARNING OUTCOMES	ASSESSMENT	General Education Competencies
The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach in a 6-12 setting, demonstrating proficiency at the preprofessional level as defined by the Florida Educator Accomplished Practices.	Final Internship Portfolio  Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher	
The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach ELLs in the 6-12 setting, demonstrating proficiency as defined by the ESOL Performance Standards and ESOL K-12 Competencies and Skills.	Final Internship Portfolio  ESOL Assessment Project	
The teacher candidate will cite and analyze evidence of continued growth and development through systematic reflective practice.	Reflective Journal: Final Internship	
The teacher candidate will apply concepts, practices, and behaviors specified at the preprofessional level of the Florida Educator Accomplished Practices to their teaching experiences.	Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher	
The teacher candidate will evaluate the Florida Educator Accomplished Practices and self-reflect for future planning and professional development.	Professional Development Plan	

# EDISON STATE COLLEGE

Division of Baccalaureate and University Programs

The teacher candidate will analyze the impact of their teaching on student learning.	Student Learning Assessment Project	
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**ADDITIONAL COURSE COMPETENCIES:**

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

Teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional and Subject Area Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC- Florida Subject Area Competencies and Skills (EE- Elementary Education)**

**FEAP- Florida Educator Accomplished Practices**

**ESOL- English Speaker of Other Languages**

**PEC- Professional Education Competencies**

*\* The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

Course	FSAC	Critical Tasks	FEAP/ PEC	Reading	ESOL Performance Standards	ESOL k-12 Competencies
<b>SCE 4940 Internship in Secondary Education with Biology Emphasis</b>		Impact on Student Learning Assessment Project	1.d 4.a		19.3	9
		Final Internship Portfolio	1-14		4.2, 14.3, 16.2	3, 6
		Professional Development Plan	1-14			
		Reflective Journal: Final Internship	1.c 2.d 3.b 8.d			

**Relationship of course to Program Goals and National Specialized Program Association Standards:**

# EDISON STATE COLLEGE

Division of Baccalaureate and University Programs

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This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children’s Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

## V. DISTRICT-WIDE POLICIES

### **Programs for Students with Disabilities**

Edison State College, in accordance with the Americans with Disabilities Act and the college’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

## VI. REQUIREMENTS FOR THE STUDENTS:

**Final Internship Portfolio** - The purpose of this assignment is for teacher candidates to meet the expectations of the Florida Educator Accomplished Practices (FEAPs) at the preprofessional level as well as demonstrate a commitment to standards-based instruction. It is also an opportunity for teacher candidates to reflect on their teaching and learning accomplishments in the context of the final internship. Over the course of the final internship, teacher candidates will collect teaching and learning artifacts (e.g. lesson plans, activities, student work, digital photographs of learning centers, records of parent-teacher conferences, etc.). Towards the end of the final internship, each teacher candidate will create a portfolio demonstrating their accomplishments. The teacher candidate will organize the portfolio according to the twelve FEAPs. The teacher candidate will be responsible for choosing one “showcase” teaching and learning artifact for

# EDISON STATE COLLEGE

Division of Baccalaureate and University Programs

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each FEAP. Teacher candidates are encouraged to be creative in choosing and presenting the artifacts. To introduce each artifact, the teacher candidate will provide a one-page description of the artifact that discusses how it demonstrates accomplishment of the intended FEAP, and reflects on the teaching and learning implications of the experience.

**ESOL Assessment Project** - The purpose of this assignment is for teacher candidates to demonstrate an understanding of English language development and its role in content area comprehension and content area literacy development. It is also an opportunity for teacher candidates to gain experience working with English language learners (ELLs) in mainstream classrooms within the guidelines of the Florida Consent Decree. Teacher candidates will be responsible for adapting mathematics content-based grade level appropriate curriculum for ELLs, while also employing standards-based methodology to promote English language development. Using the Student Oral Language Observation Matrix (SOLOM), the teacher candidates will engage in an informal assessment with an ELL at two points during the internship. The teacher candidates will develop one content-based science activity to develop the ELL's comprehension, fluency, vocabulary, pronunciation or grammar. The teacher candidate will write a one page description of the activity and give a brief presentation of the activity in seminar.

**Reflective Journal: Final Internship** – The purpose of this assignment is for teacher candidates to become reflective practitioners during their internship. Weekly, they will journal and document their successes, challenges and questions. They will share their journal with their mentor teacher as a means for critical dialogue to occur between the two. The compilation of all of the journals will represent growth over the internship and chronicle the teacher candidate's experience. Teacher candidates will use the journal format provided. Additionally, these journals will be shared during the seminar sessions that coincide with the final internship.

**Professional Development Plan** – Using the reflective journals, final internship portfolio, feedback from mentor teacher, college instructors, and the FEAP guidelines, teacher candidates will create a professional development plan. Teacher candidates will set goals which are realistic and measurable. The format will be provided. This plan will be shared in the final internship seminar.

**Impact on Student Learning Assessment Project** - During the final internship, teacher candidates will choose a chapter or lesson to pre and post test students on to measure the specific learning in science. The chapter or lesson should be one in which the teacher candidate will be conducting most of the teaching. Scores will be recorded and a graph will be created to visually show the amount of growth for each student. Teacher candidates will also break the data out and analyze it for students with an English Language Learner (ELL) Plan or students with an Individual Education Plan (IEP). A narrative reflection should be included to summarize the teacher candidate's interpretation of the learning and their impact on both individual and class growth. Teacher candidates should include rationale for how they will use the data to inform

# EDISON STATE COLLEGE

Division of Baccalaureate and University Programs

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future instruction within a similar content area.

VII. ATTENDANCE POLICY:

After four classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Associate Dean of Education and may be forwarded on to the Education Review Committee, if necessary.

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 – 100	=	A
80 – 89	=	B
70 – 79	=	C
60 – 69	=	D
Below 60	=	F

**Assignment due dates are firm. Any tardy assignments will receive a 10% deduction from the earned score for every day late.**

*\* All Critical Tasks must be passed with a 75% or better. (Please include this statement in your syllabus.)*

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete” grades.)

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE

XI. CLASS SCHEDULE:

See attached schedule.

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

**Critical Task Revision Policy:** All Critical Task assignments must be completed with a 75% or better in order to graduate. Any Critical Task receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted

# EDISON STATE COLLEGE

Division of Baccalaureate and University Programs

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within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on October 15th, the assignment must be resubmitted by October 29th. All Critical Tasks must be successfully completed with 75% or better prior to final internship. Revising a Critical Task may not necessarily result in a change to the course grade.