| **PROFESSOR:** |  |
| --- | --- |
| **OFFICE LOCATION:** |  |
| **OFFICE HOURS:** |  |
| **PHONE NUMBER:** |  |
| **E-MAIL:** |  |
| **SEMESTER:** |  |
| **DELIVERY METHOD:** |  |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## EDE 4940 Internships in Elementary Education (12 Credits)

This course requires teacher candidates to lead instruction in an area K-6 classroom under the supervision of a trained clinical educator. Guided by the Florida Educator Accomplished Practices, ESOL Performance Standards, ESOL K-12 Competencies and Skills, and Reading Endorsement Competencies, 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 K-6 school settings and continually revise their classroom instruction and management through a cycle of reflective practice. The teacher candidates will also participate in a series of required mandatory seminars at Edison State College. The internship requires a minimum of 15 weeks in a K-6 setting.

## PREREQUISITES FOR THIS COURSE:

Successful completion of all other coursework in the B.S. in Elementary Education program of studies and/or permission from the Associate Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

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

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

1. General Education Competencies and Course Outcomes
2. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

* General Education Competency: Evaluate
  + Course Outcomes or Objectives Supporting the General Education Competency Selected:
  + The teacher candidate will analyze the impact of his or her teaching on student learning by collecting, analyzing, and synthesizing classroom assessment data.
  + The teacher candidate will evaluate the Florida Educator Accomplished Practices and self-reflect by creating a professional development plan.

1. Listed here are the course outcomes/objectives assessed in this course which play a supplemental role in contributing to the student’s general education along with the general education competency it supports.

* General Education Competency: Communicate
  + Course Outcomes or Objectives Supporting the General Education Competency Selected:
  + The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach in a K-6 setting, demonstrating proficiency at the preprofessional level as defined by the Florida Educator Accomplished Practices.
  + The teacher candidate will integrate theoretical knowledge from previous education courses and field experiences to teach in a k-6 setting, demonstrating proficiency as defined by the Florida Teacher Standards for ESOL Endorsement and ESOL k-12 Competencies and Skills.
  + The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach reading and literacy in the k-6 setting, demonstrating proficiency as defined by the Florida Reading Endorsement Competencies.
  + The teacher candidate will document continued growth and development through systematic reflective practice as documented in a reflective journal spanning the internship.
  + The teacher candidate will apply practices and behaviors specified at the preprofessional level of the Florida Educator Accomplished Practices in a K-6 setting.

**SPECIFIC COURSE COMPETENCIES:**

**Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional 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**

**FEAP - Florida Educator Accomplished Practices**

**PEC - Professional Education Competencies**

**ESOL T.S. - Florida Teacher Standards for ESOL Endorsement**

**ESOL K-12 - English Speakers of Other Languages K-12 Competencies**

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

| COURSE | FSAC | FEAP/  PEC | READING | ESOL T.S. | ESOL K-12 |
| --- | --- | --- | --- | --- | --- |
| EDE 4940 Internship in Elementary Education | 1.1, 1.2, 1.9, 2.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.2, 5.3, 18.2, 18.3, 18.4, 20.1, 26.1, 26.3, 27.1, 27.2, 29.9, 31.1, 32.1, 32.2 | 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2d, 2e, 2g, 2h, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i, 3j, 4a, 4b, 4c, 4d, 4e, 4f, 5a, 5b, 5c, 5d, 5e, 5f, 6 | 1.A.1, 1.A.2, 1.B.1, 1.B.2, 1.C.1, 1.C.2, 1.D.1, 1.D.2, 1.E.1, 1.E,2, 1.E.3, 1.E.4, 1.F.1, 1.F.2, 1.F.3, 1.F.4, 1.F.5, 2.A, 2.B, 2.C, 2.D, 2.E, 2.F.1, 2.F.2, 2.F.3, 2.F.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15 | 2.1.a, 2.1.b, 2.1.c, 2.1.d, 2.1.e, 2.2.a, 2.2.1, 2.2.b, 2.2.c, 2.2.d, 2.3.a, 2.3.b, 2.3.c, 2.3.d, 2.3.e, 3.1.b, 3.1.c, 3.2.a, 3.2.b, 3.2.c, 3.2.d, 3.2.e, 3.2.f, 3.2.g, 3.2.1, 3.2.j, 3.2.k, 3.3.a, 3.3.b, 4.1.a, 4.1.b, 4.1.c, 4.1.d, 4.1.e, 4.2.a, 4.2.b, 4.2.c, 5.1.a, 5.1.b, 5.1.d, 5.2.b, 5.3.b, 5.3.c | 1, 3, 4, 6 |

**RELATIONSHIP OFCOURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern 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, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern 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. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu). Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

**FEAPS 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 showcase demonstrating their accomplishments. The teacher candidate will organize the showcase according to the twelve FEAPs. The teacher candidate will be responsible for choosing one “showcase” teaching and learning artifact for 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 Capstone Project -** The purpose of this assignment is for teacher candidates to meet the expectations of the ESOL Performance Indicators and ESOL K-12 Competencies and Skills. 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 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 content-based activities to develop the ELL’s comprehension, fluency, vocabulary, pronunciation and grammar. The teacher candidate will create a portfolio to demonstrate teaching and learning activities for the ELL.

**Reading Capstone Project -** During final internship teacher candidates will administer the DAR or ERDA (or any other appropriate diagnostic or achievement test), analyze the data, plan appropriate reading instruction with mentor teacher in areas of phonemic awareness, phonics skills, word recognition skills, vocabulary, comprehension, metacognitive awareness, critical thinking, and content-area reading skills. Teacher candidates will monitor student progress, differentiate instruction, and create language-rich and print-rich environments for the students based on the data gathered from ongoing progress monitoring assessments and informal assessments. Teacher candidates will collect artifacts of reading teaching and learning (including lesson plans with three tiers of activities, video clips, photographs of print-rich environments) and create a portfolio aligned with Florida’s Reading Endorsement Competency Matrix to meet the expectations of standards-based reading instruction.

**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 should make sure that they 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 each of the core curricula areas: language arts, math, science and social studies. 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 students. Teacher candidates will also choose one of the subject areas to 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 will be encouraged to find appropriate means to also measure their impact on student learning in health, recreation, art, music and movement.

## ATTENDANCE POLICY:

After missing three days of internship, teacher candidates will have days added to the end of their internship. All absences should be reported to Mentor Teacher, Internship Supervisor, Department Chair and Director of Field Experience. Failure to report absences will result in a disposition violation.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

## GRADING POLICY:

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

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(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.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

1. **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.
2. **Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.  
     
   The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:**  All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***. For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Field Experience:** Field experience is ***active field experience participation*** (not observation). Teacher candidates will work with the Field Experience Coordinator for placement with a mentor teacher. Mentor teachers will complete an ungraded mid-semester checkpoint as well as a final evaluation. It is strongly suggested that the hours be spread throughout the semester so that mentor teachers can more accurately assess a teacher candidate’s strengths/needs prior to completing the final evaluation. For more information regarding field experience, including the evaluation rubric, please refer to FSW’s field experience handbook.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

* 1 day late = 10% grade reduction of task
* 2-6 days late = 20% grade reduction of task
* 7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.