

**EDISON STATE COLLEGE**  
**CURRICULUM COMMITTEE**  
**NEW/EXPERIMENTAL COURSE PROPOSAL FORM**

**TO:** CURRICULUM COMMITTEE  
**FROM:** Dr. Erin Harrel, Discipline Chair of Education  
**PRESENTER:** Dr. Eileen DeLuca and Professor Joyce Rollins  
**DATE:** April 9, 2009

Is the course being offered first as an experimental course?  yes  no

Course Name, including prefix and number: **EDE 4940 Final Internship, Elementary Education**

Verified with VPAA office?  yes  no

Class credits: 12    Lab credits:                      Combined lab & class credits:

Chose one:  Degree core requirement     Elective     General education

Repeatable for duplicate credit? (i.e., applied music courses)  yes  no

Prerequisites: Successful completion of all other coursework in the B.S. in Elementary Education program of study.

Classification:  AA             PSV             PSAV             BAS             BS

ICS Code:            Banner Major Code:

Major Restriction?  yes     no    (meaning only declared majors may take the course)

Indicate all modalities in which the course may be taught:  Class Lecture     Clinical  
 Laboratory     Lecture/Lab Combined     Accelerated     Internship  
 Practicum     WebCT Internet     WebCT Class Lecture     WebCT Laboratory  
 WebCt Blended Learning     WebCT Lecture/Lab Combined

Course fee amount, if any: \$89.00 (approved by the Board previously)    (Attach course fee worksheet)

**NOTE:** Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

**JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:** The EDE 4940 Final Internship in Elementary Education serves as the capstone experience in this baccalaureate program, leading to teacher certification in grades K-6. Teacher candidates (students) are required, at a minimum, to intern in an appropriate grade level and subject area for nine weeks. The students enrolled in our course will complete a fifteen week internship as a condition of graduation.

Throughout the Final Internship semester, students will demonstrate mastery in all twelve Florida Educator Accomplished Practices and in all required ESOL performance standards, competencies and skills. Additionally, the students will demonstrate mastery in

**the six Reading competencies to meet the requirements of the reading endorsement. Students will complete their student portfolio during this course.**

**TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: 201010 (For any term other than fall of the academic year following submission, approval of the Vice President of Academic Affairs is required.)**

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**(Vice President of Academic Affairs)**

**FACULTY ENDORSEMENTS/COMMENTS:**

**Dr. Eileen DeLuca**

**Professor Joyce Rollins**

**Dr. Erin Harrel**

**LEARNING OUTCOMES ASSOCIATE: \_\_\_\_\_ DATE: \_\_\_\_\_**

**DEPARTMENT CHAIR ENDORSEMENT: \_\_\_\_\_ DATE: \_\_\_\_\_**

**ACADEMIC DEAN'S ENDORSEMENT: \_\_\_\_\_ DATE: \_\_\_\_\_**

After review and signing this proposal, the DEPARTMENT CHAIR will forward the proposal to the DISTRICT DEAN for final signature. The DISTRICT DEAN will then return the proposal to the DEPARTMENT CHAIR.

**DISTRICT DEAN'S ENDORSEMENT: \_\_\_\_\_ DATE: \_\_\_\_\_**

The DEPARTMENT CHAIR will process the proposal into a continuous document with any other proposals from his/her department being submitted for review by the Curriculum Committee and forward the document to the CURRICULUM COMMITTEE CHAIRPERSON by the Friday before the next scheduled Curriculum Committee meeting.

**EDISON STATE COLLEGE**  
**Division of Baccalaureate Programs**

**COMMON COURSE SYLLABUS**

**Professor:**

**Office Location:**

**E-mail:**

**Phone Number:**

**Office Hours:**

**I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS**  
**EDE 4940 – Final Internship 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.

**II. PREREQUISITES FOR THE COURSE:**  
Successful completion of all other coursework in the B.S. in Elementary Education program of study.

- III. GENERAL COURSE INFORMATION:**
- 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)

**IV. LEARNING OUTCOMES AND ASSESSMENT:**

At the conclusion of this course, teacher candidates will be able to demonstrate competency of pertinent state and national standards, and course objectives.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT</b>
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.	Final Internship Portfolio  Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher
Integrate theoretical knowledge from previous education courses and field experience to teach ELLs in the K-6	ESOL Capstone Portfolio

setting, demonstrating proficiency as defined by the ESOL Performance Standards and ESOL K-12 Competencies and Skills.	
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.	Reading Capstone Portfolio
Document continued growth and development through systematic reflective practice.	Reflective Journal: Final Internship
Apply practices and behaviors specified at the preprofessional level of the Florida Educator Accomplished Practices.	Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher
Evaluate the Florida Educator Accomplished Practices and self-reflect for future planning and professional development.	Professional Development Plan
Analyze the impact of their teaching on student learning.	Student Learning Assessment Project

**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), Sunshine State 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 (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>EDE 4940</b> Internship in Elementary Education		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
		ESOL Capstone Portfolio	1.a 5.b 8.a 9.d 10.b		1, 4.2, 8.2, 8.3, 8.4, 8.5, 9.4, 9.5, 11.5, 12.1, 12.2, 14.3, 16.2, 17.3, 18.4,	4, 6

					21.2	
		Reading Capstone Portfolio	1.c 3.c 8.c 9.d	5.4,5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.12	17.3	1, 2
		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:**

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:** List specific course assessments, such as class participation, tests, homework assignments, make-up procedures, etc.

**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 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 Portfolio** - 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 Portfolio** - During final internship teacher candidates will administer the DAR or ERDA, 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, faculty steward 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.

**VII. ATTENDANCE POLICY:**

After three unexcused classroom hours, 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 unexcused absence thereafter will result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Discipline Chair 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
79 – 70	=	C
60 – 69	=	D
Below 60	=	F

***\* 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:** (in correct bibliographic format)
- X. **RESERVED MATERIALS FOR THE COURSE:** Other special learning resources.
- XI. **CLASS SCHEDULE:** This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

**IMPORTANT:** Please be sure class schedule includes all Critical Task assignments.

XII. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES**

Recommended Resources:

***Reading Rockets Webcast: Assessment: On Track for Reading Success.*** This video addresses how assessment can be used to lead students to reading success. It includes a PowerPoint presentation for the topic.

**A.Word.A.Day (AWAD):** [www.wordsmith.org/awad](http://www.wordsmith.org/awad)

Teacher candidates are encouraged to subscribe to this Web site so that they may receive daily vocabulary enrichment ideas via e-mail.

**Critical Task Revision Policy:** All FEAP assignments must be completed with a 75% or better in order to graduate. Any assignment receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted 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 FEAP assignments in related course work must be successfully completed with 75% or better prior to final internship. Revising a FEAP assignment may not necessarily result in a change in the course grade.