ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*"Preparing students to serve as effective, reflective and caring teachers."*

COURSE SYLLABUS

EPI Capstone

*This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EDF 4930-1 |
| **Section #:** | (3972) |
| **Credit Hours:** | One |
| **Co-requisites:** | EDF 4949 |
| **Pre-requisites:** | Admission to Educator Preparation Institute (EPI) program and EDF 4944 |

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| **Day, Time and Campus:** | Wednesday | 6:00-8:00 pm | | Clearwater |
| **Modality:** | Blended | | | |
| **Professor:** | Jane E. Wilson | | | |
| **Office Hours:** | 30 minutes before | | 30 minutes after - cell | |
| **Office Location:** | St. Pete Gibbs | | TE 207 | |
| **Office Phone:** | 727-341-7934 | | | |
| **Email Address:** | MyCourses email preferred. | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Kimberly Hartman, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

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| This is a course for EPI students (teacher candidates) in their final semester. Teacher candidates will complete this course in conjunction with the internship course (EDF 4949) and will be required to demonstrate competency in two of the six Florida Educator Accomplished Practices (FEAPs) at thepre-professional level. This course will focus on the following areas: professional development, ethical conduct, and subject area knowledge. |

1. **MAJOR LEARNING OUTCOMES**

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| 1. Teacher candidates will practice continuous professional improvement by:   * + - 1. designing professional goals to strengthen the effectiveness of instruction based on students’ needs.       2. using a variety of data independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning, and improve the effectiveness of the lessons.       3. collaborating with the home, school, and larger communities to foster communication and support student learning.       4. engaging in targeted professional growth opportunities and reflective practices.       5. implementing knowledge and skills learned in professional development in the teaching and learning process.   2. Teacher candidates will exhibit professional responsibility and ethical conduct by:   * + - 1. practicing the *Florida Code of Ethics and Principles of Professional Conduct* for educators.   3. Teacher candidates will improve subject area knowledge by:   * + - 1. writing a professional development goal to strengthen subject area knowledge.       2. implementing a professional development goal to strengthen subject area knowledge.       3. evaluating the effectiveness of the professional development goal to improve subject area knowledge. |

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

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| Textbook(s) | Required : |
| Recommended : |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods.  The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students. |
| All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf) |

1. **Supplies**

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1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours Course Requirements**

This course requires no hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

1. **ALL Course Assignments**

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| Action Research Form – Teacher candidates will answer questions on the Action Research process to prepare them for the Assessment of Student Learning Activity in the capstone course and the Student Learning Inquiry Project in the internship course. (20 points) (graded by instructor)  Online & Class Discussions - Teacher candidates will participate in discussions covering topics relevant to their internship experience and professional development.   * Class Discussion: Accountable Talk Moves (5 points) * Class Discussion: Standards (5 points) * Class Discussion: Critical Thinking skills (5 points) * Online Discussion: PD Activity Progress (5 points)   (graded by instructor)  Professional Development Plan (PDP) - Teacher candidates will complete a Professional Development Plan (PDP) that is based on their experience in the K-12 school setting and feedback from their Professional Development Team. At least one objective must pertain to increasing subject area knowledge/methods (50 points) (graded by supervisor)  Newsletter - Teacher candidates will create a newsletter that shows their ability to collaborate and communicate with the home, school, and larger community; it will also demonstrate their ability to support student learning and continuous improvement. (20 points) (graded by instructor)  Assessment of Student Learning – To prepare for the Student Learning Inquiry Project (SLIP) in the teacher candidate’s internship setting, an assessment of student learning will be conducted to develop a proposal for the SLIP Project. As a part of this assignment, teacher candidates will choose research-based instructional strategies to address identified deficiencies in student learning; the identification of deficiencies will be based on an examination of student assessment. They will work in conjunction with their CCT, supervisor, course instructor, and fellow teacher candidates to create the best plan of action based on the assessment data and instructional strategies information. (20 points) (graded by supervisor)  Ethics Paper - Teacher candidates will complete a paper that explains how they have fulfilled expected obligations to students, the public, and the education profession; they will also explain how they have adhered to the ethical standards for teachers in Florida both in private and professional settings. The paper will include specific examples along with each explanation. (40 points) (graded by instructor)  Professional Activities Summary - Teacher candidates will write a summary of at least two professional activities they have attended and explain how they have incorporated what they learned into their assigned school placements. (30 points) (graded by instructor)  **\*\*All assignments are due at 11:59 p.m. on the Sunday evening following the class week.** |

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| ***UCC Assignments:*** *Teacher candidates must demonstrate UCC competencies and earn a ‘C or above (at least 75%)’ on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), and Additional Element] in order to successfully pass the course.*  ***FEAP Assignment Rubrics:*** *In addition to a ‘C or above’, a teacher candidate must also earn a ‘minimum’ score on the line item of the rubric for assignments aligned to FEAP standards. For example, a 3 (Progressing) or 4 (Target) is required in courses prior to final internship and a 4 (Target) is required for final internship in order to successfully pass the course.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Teacher candidates must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table above.* |

**\* Assignments labeled with an (\*) denote required assignments that must be passed at 75%.**

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/index.php>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

| **Week** | **Modality** | **Topics/Activities** |
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| 1 Class: 1/14 | Face-to-Face  (whole group) | * Overview of course; review syllabus * Overview of PDP requirements * Assessment of Student Learning components |
| 2 Class: 1/21 | Face-to-Face  (whole group) | * Classroom Management/Accountable Talk Moves * Graded Class Discussion (graded by instructor) |
| 3 Class: 1/28 | Face-to-Face  (whole group) | * Internship Orientation * Initial meeting with internship supervisor |
| 4 (1 of internship)  2/4 | Online | * Due: Action Research Form (graded by instructor) |
| 5 (2 of internship)  2/11 | Meeting with Supervisor at internship site (after lesson evaluation) | * Due: PDP Draft#1 (email to supervisor) * Discuss PDP sections 1, 2A, 2C, 3, 4, and 5 with supervisor at internship site |
| 6 (3 of internship)  2/18 | Online | * Due: Assessment of Student Learning/SLIP Proposal (graded by supervisor) |
| 7 (4 of internship) Class: 2/25 | Face-to-Face  (whole group) | * Standards & Curriculum Planning * Graded Class Discussion(graded by instructor) |
| 8 (5 of internship)  3/4 | Meeting with Supervisor at internship site (after lesson evaluation) | * Due: PDP Draft#2 (email to supervisor) * Discuss PDP sections 2B and 6 (and progress on sections 1, 2A, 2C, 3, 4, and 5) with supervisor * Discuss Assessment of Student Learning/SLIP Proposal with supervisor |
| 3/9-3/15 | Spring Break | * NO CLASSES |
| 9 (6 of internship)  Class: 3/18 | Face-to-Face (Whole Group) | * Critical Thinking Skills * Graded Class Discussion(graded by instructor) |
| 10 (7 of internship)  3/25 | Classroom Management & Career Seminar | * Classroom Management and Career Seminar   Typically Monday of this week from 9:30 to 3:30 in ES 104 (Clearwater Campus)   * Meet with supervisor after lesson evaluation to discuss progress on PDP and SLIP Project |
| 11 (8 of internship)  4/1 | Online | * Online Discussion: Professional Development Activity Progress (graded by instructor) |
| 12 (9 of internship)  4/8 | Online | * Due: PDP (graded by supervisor) |
| 13 (10 of internship)  4/15 | Online | * Due: Newsletter (graded by instructor)   Due: Professional Activities Summary (graded by instructor) |
| 14  4/22 | Online | * Due: Ethics Paper (graded by instructor) |
| 15 Class: 4/29 | Face-to-Face  (whole group) | * EPI Program debriefing and Exit Survey |

1. **Uniform Core Curriculum Assignments**

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| **Uniform Core Curriculum Descriptor** | **Assignment Title / Connection to Competency** |
| FEAP 5.a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on Students’ needs. | **Professional Development Plan**  Based on feedback from prior field experiences, state standards, and goals of the School Improvement Plan of the internship site, the intern will develop a professional development plan (PDP) for implementation during the internship. |
| FEAP 5.b. Examines and uses data-informed research to improve instruction and student achievement.  FEAP 5.c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons. | **Assessment of Student Learning**  As a part of this assignment, teacher candidates will choose research-based instructional strategies to address identified deficiencies in student learning; the identification of deficiencies will be based on an examination of student assessment. They will work in conjunction with their CCT, supervisor, course instructor, and fellow teacher candidates to create the best plan of action based on the assessment data and instructional strategies information. |
| FEAP 5.d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. | **Newsletter**  Teacher candidates will create a newsletter that shows their ability to collaborate and communicate with the home, school, and larger community; it will also demonstrate their ability to support student learning and continuous improvement. |
| FEAP 5.e. Engages in targeted professional growth opportunities and reflective practices.  FEAP 5.f. Implements knowledge and skills learned in professional development in the teaching and learning process. | **Professional Activity Summary**  Teacher candidates will write a summary of at least two professional activities they have attended and explain how they have incorporated what they’ve learned into their assigned school placements. |
| FEAP 6.a. Fulfills the expected obligations to the Students.  FEAP 6.b. Fulfills the expected obligations to the public.  FEAP 6.c. Fulfills the expected obligations to the education profession.  FEAP 6.d. Adheres to the ethical standards both in private and professional work settings | **Ethics Paper**  Teacher candidates will complete a paper that explains how they have fulfilled expected obligations to students, the public, and the education profession; they will also explain how they have adhered to the ethical standards for teachers in Florida both in private and professional settings. This paper will include specific examples along with each explanation. |