ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

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

COURSE SYLLABUS

EPI Internship

*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 4949 -2 |
| **Section #:** | (3988) |
| **Credit Hours:** | Six |
| **Co-requisites:** | EDF 4930 EPI Capstone |
| **Pre-requisites:** | Admission to Educator Preparation Institute (EPI-CT) program, and EDF 4944 |

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| **Day, Time and Campus:** | Choose an item. | School Day | | Off Campus |
| **Modality:** | Choose an item. | | | |
| **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:** | Wilson.jane@spcollege.edu | | | |

**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 course requires a teacher candidate to demonstrate competency on four Florida Educator Accomplished Practices (FEAPs) at thepre-professional level during eight weeks of full day internship in a Prekindergarten through twelfth grade (P-12) setting. Contact hours: 35 hours per week for 10 weeks. |

1. **MAJOR LEARNING OUTCOMES**

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| 1. Teacher candidates will apply concepts from instructional design and lesson planning to their assigned P-12 setting by:   * + - 1. developing and implementing lesson plans based on state-adopted standards.       2. sequencing lessons and concepts to ensure coherence and required prior knowledge.       3. preparing instruction for P-12 students to achieve mastery of the lesson objective.       4. utilizing data to plan for classroom instruction.       5. developing learning experiences that require students to demonstrate a variety of applicable skills and competencies.   2. Teacher candidates will maintain an effective student-centered learning environment in their assigned P-12 setting by:   * + - 1. managing the resources of time, space, and attention.       2. evaluating the effectiveness of a classroom management plan.       3. applying a variety of instructional strategies that convey high expectations to P-12 students of various cultures, backgrounds, and ability levels.       4. modeling clear, acceptable oral and written communication skills.       5. sustaining a climate of openness, inquiry, fairness and support.       6. integrating current information and communication technologies into lesson plans.       7. utilizing current and emerging assistive technologies.   3. Teacher candidates will deliver effective instruction to facilitate learning in their assigned P-12 setting by:   * + - 1. teaching engaging and challenging lessons.       2. applying content area literacy strategies.       3. identifying gaps in students’ subject matter knowledge.       4. modifying instruction to respond to preconceptions or misconceptions.       5. relating and integrating the subject matter with other disciplines and life experiences.       6. employing higher-order questioning techniques.       7. applying varied instructional strategies and resources to provide comprehensible instruction.       8. differentiating instruction based on student learning needs.       9. providing immediate and specific feedback to P-12 students.       10. utilizing P-12 student feedback to monitor instructional needs and to adjust instruction.   4. Teacher candidates will implement effective assessment strategies in their assigned P-12 setting by:   * + - 1. applying data from multiple assessments and measures to drive instruction.       2. designing formative and summative assessments that match learning objectives.       3. utilizing assessments to monitor student progress.       4. modifying assessments to accommodate learning styles.       5. sharing assessment data with P-12 students and family members. |

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 Internship Handbook (Available in MyCourses) | |
| 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 10 weeks of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

1. **ALL Course Assignments**

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| **Assignment Title** | **Description** | **Points** |
| Induction to Teaching Plan | Interns will complete an Induction to Teaching Plan to show how they will gradually assume fulltime teaching responsibilities in their placement settings. | 30 |
| 4 Danielson Lesson Plans | Interns will develop 4 lesson plans using the Danielson Lesson Plan Template. This template addresses FEAP indicators that pertain to instructional design and lesson planning, (as well as other elements.) | 160 |
| Portfolio of Full-time Teaching | As final interns gradually assume fulltime teaching responsibilities in their assigned classroom, they will compile a portfolio containing artifacts on how they carried out specific tasks related to the Florida Educator Accomplished Practices. | 150 |
| Lesson Evaluations | Interns will plan and implement 4 lessons that will be evaluated by their Field Supervisor and 4 lessons that will be evaluated by their cooperating teacher (for a minimum of 8 formal evaluations). The evaluation instrument will address various FEAP indicators on instructional delivery and facilitation. | 400 |
| Video Lesson Self Reflection | Interns will review a video of their teaching and write a self-reflection. | 50 |
| Student Learning Inquiry Project | Interns will analyze pretest data to identify learning gaps and modify instruction to fill those gaps. Post test data will then be analyzed to evaluate the instructional effectiveness. | 150 |
| Dispositions Report | The cooperating teacher and field supervisor will complete a dispositions report at the end of the internship to affirm that the intern maintained professional behavior and fulfilled the expected obligations to students, the public, and the education profession. | 200 |
| **TOTAL POINTS** |  | **1140** |

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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**

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| **Week** | **Induction Level in Classroom** | **EDF 4949Assignments Due** |
| 1 (4 of term) | Orientation/Induction | * Induction to Teaching Plan |
| 2 (5 of term) | Expanding Responsibilities | * Danielson Lesson Plan 1 due 48 hours prior to observation * Lesson Observation 1 by Field Supervisor |
| 3 (6 of term) | Expanding Responsibilities | * Lesson Observation 1 by Cooperating Teacher |
| 4 (7 of term) | Co-teaching | * Observation 2 by Cooperating Teacher |
| 5 (8 of term) | Co-teaching | * Danielson Lesson Plan 2 due 48 hours prior to video lesson * Video Lesson due to Field Supervisor * Video Lesson Self Reflection due to Field Supervisor Lesson |
| 6 (9 of term) | Full-time Teaching | * Lesson Observation 3 by Cooperating Teacher |
| 7 (10 of term) | Full-time Teaching | * Danielson Lesson Plan 3 due 48 hours prior to observation * Lesson Observation 3 by Field Supervisor |
| 8 (11 of term) | Full-time Teaching | * Lesson Observation 4 by Cooperating Teacher |
| 9 (12 of term) | Full-time Teaching | * Danielson Lesson Plan 4 due 48 hours prior to observation * Lesson Observation 4 by Field Supervisor |
| 10 (13 of term) | Wrap-up | * Portfolio of Full-time Teaching * SLIP Final Project * Dispositions Report |

1. **Uniform Core Curriculum Assignments**

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| **Uniform Core Curriculum Descriptor** | **Assignment Title / Connection to Competency** |
| This course meets all indicators for FEAPs 1-4. See attached supplemental material for assignment titles and connection to competencies. |  |