

ST. PETERSBURG COLLEGE  
COLLEGE OF EDUCATION

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

COURSE SYLLABUS  
EEC 4945

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

<b>Course Prefix:</b>	EEC 4945
<b>Section #:</b>	4070
<b>Credit Hours:</b>	Four Credits
<b>Co-requisites:</b>	N/A
<b>Pre-requisites:</b>	Admission to: EDST-BS Preschool Education Track AND successful completion of all program requirements

<b>Day, Time and Campus:</b>	M-F	Follow school schedule.	<b>Day, Time and Campus:</b>
<b>Modality:</b>	Internship		
<b>Professor:</b>	Chris Lumia (Internship Program Director) and Assigned Field Supervisor		
<b>Office Hours:</b>	M-F		
<b>Office Location:</b>	Clearwater		
<b>Office Phone:</b>	727-791-2605		
<b>Email Address:</b>	<a href="mailto:lumia.chris@spcollege.edu">lumia.chris@spcollege.edu</a>		

**ACADEMIC DEPARTMENT: College of Education**

<b>Dean:</b>	Kimberly Hartman, Ph.D.	
<b>Office Location &amp; Number:</b>	Tarpon Springs	BB 101

**I. COURSE DESCRIPTION**

This course requires students to demonstrate competency on the Florida Educator Accomplished Practices (FEAPs) and the five Standards for Early Childhood Professional Preparation from National Association for the Education of Young Children (NAEYC) at the pre-professional level. Contact hours: a minimum of 12 hours per week for twelve weeks in a licensed childhood center or a public school setting.

**II. MAJOR LEARNING OUTCOMES**

1. The intern will use data collected from a variety of sources to develop age and stage appropriate student instructional plans, focusing on the varied cognitive, social, linguistic, cultural, emotional and physical needs of young children by:
  - a. analyzing individuals' learning needs and practices techniques that accommodate differences, including developmental, linguistic and cultural differences.
  - b. analyzing assessments with an emphasis on student portfolios and observational data, since test results are usually unreliable for young children.
  - c. using multiple assessment methods to evaluate progress, strengths, and needs, or to modify teaching plans.
  - d. reviewing progress and areas needing improvement.
  - e. reading, interpreting, and using data to improve student achievement.

2. The intern will identify and utilize communication techniques with colleagues, school/community specialists, administrators, and families that communicate age appropriate expectations for learning by:
  - a. demonstrating positive dialogue and planning with colleagues, staff, and family members.
  - b. asking open-ended questions designed to encourage the student to think creatively.
  - c. communicating effectively, both orally and in writing, with students, families, and colleagues.
  - d. communicating with students in a manner appropriate to their cultures and levels of age and stage development.
  - e. exchanging regular journal entries with parents, returned with parents' concerns and comments listed.
  
3. The intern will diagram the continuum of professional development and explain how it can impact improvement in student learning and achievement by:
  - a. gathering impact data on research based strategies used in the classroom.
  - b. identifying classroom and school policies, routines, and procedures that impact learning.
  - c. reflecting on ways to improve the individual's own teaching practices.
  
4. The intern will develop and implement activities to assist students to think and problem solve creatively by:
  - a. posing problems, questions and dilemmas in stories, role plays, and hands-on activities.
  - b. encouraging students to develop open-ended projects and activities that are creative and innovative.
  - c. using questioning and discussion techniques that reflect high-level questions, interactive discussion, and participation by all students, in individual, small and large group settings.
  
5. The intern will create a positive learning climate of openness, inquiry, and support by modeling and teaching strategies of acceptance, tolerance, resolution, and mediation by:
  - a. planning for the needs of diverse learners, based on observation and accessible data.
  - b. incorporating knowledge of students' background, cultures, skills, and interests, and using this knowledge to plan for the needs of individuals and groups of students.
  
6. The intern will adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and the Code of Ethics of National Association for the Education of Young Children (NAEYC) by:
  - a. practicing social and professional behaviors and expectations of a teacher.
  - b. functioning as a reflective practitioner who continually evaluates the effects of his/her choices and actions on others.
  - c. maintaining honesty in all professional dealings.
  - d. providing successful learning experiences for each child, and are not harmful to learning and/or the student's mental and/or physical health or safety.
  - e. presenting a developmentally appropriate curriculum, with play as the main avenue for learning.
  - f. implementing a positive guidance policy that involves students in conflict resolution, choices and consequences, problem solving, with a focus on teaching social-emotional skills.
  - g. utilizing communication tools based on cultures, experiences, and development, respecting the dignity, worth and uniqueness of each individual (family, child, colleagues).
  
7. The intern will plan instructional activities based upon current research and findings on how young children learn, with a focus on sensory activities related to exploration and discovery by:
  - a. observing students and identifying the developmental levels.
  - b. defining classroom interactions that are caring and respectful of the cultural and developmental differences between individuals and groups of students.
  - c. exhibiting an understanding of intellectual/social development of individual students.
  - d. incorporating developmentally appropriate activities and curriculum.
  - e. developing progressive plans involving the teaching of social and intellectual skills.

8. The intern will demonstrate a repertoire of teaching skills based on research and best practices to assist students in the acquisition of new knowledge and skills by:
  - a. identifying lessons that are appropriate to the ages and stages of children in the classroom.
  - b. incorporating a knowledge of content and foundational structure of the discipline/subject matter.
  - c. using reflective teaching practices that reflect current pedagogical knowledge.
  
9. The intern will create an effective learning environment that provides a balance between: small and large group, teacher and child-directed activities with clearly defined areas by:
  - a. designing a classroom setting that includes a variety of techniques for establishing smooth and efficient routines and transitions.
  - b. proposing high expectations for student learning, utilizing “scaffolding” in helping children achieve goals.
  - c. organizing classroom management routines and procedures, that provide choices and encourage creativity through open-ended activities.
  - d. providing proactive guidance strategies, with choices and consequences, modeling respect and self-control, teaching self-reliance and responsibility.
  
10. The intern will design instruction that incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students by:
  - a. planning for instruction based on knowledge of the subject matter, students, and curriculum goals.
  - b. organizing activities congruent in objectives, procedure and assessment.
  - c. creating learning experiences that integrate knowledge and skills from several information sources.
  - d. engaging students in linking prior knowledge to current activities.
  
11. The intern will communicate and work cooperatively with families and colleagues to develop appropriate plans for each child, based on culture, interests, strengths, and needs by:
  - a. proposing ways in which families can support and reinforce classroom goals.
  - b. generating enthusiasm for student learning.
  - c. communicating with students and colleagues about student performance and progress.
  - d. positively contributing to school projects and events.
  
12. The intern will incorporate and apply technology appropriate to the learner’s developmental needs to plan, manage, evaluate and improve instruction by:
  - a. using appropriate technology to gather, present, and practice engaged learning.
  - b. selecting resources and technology to meet instructional goals.

### **III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**

#### **A. Required Textbooks**

Textbook(s)	Required : No textbook required for this course
	Recommended :

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

#### **B. Supplemental Material**

Resources: N/A
Materials: N/A
Library: <a href="http://www.spcollege.edu/libraries/">http://www.spcollege.edu/libraries/</a>

#### **C. Technology**

Technology is an essential tool for receiving and developing instruction. Students are expected to reference ANGEL 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)

#### D. Supplies

N/A

### IV. COURSE REQUIREMENTS & EXPECTATIONS

#### A. School Based Hours Course Requirements

This course requires 144 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

See Internship Schedule for additional details.

#### B. ALL Course Assignments

- 1) **Internship Schedule (30 points)** – Submit a schedule to your field supervisor showing the days and times you will complete your internship hours (144 hours spread over 12 weeks), and the days that you plan to teach your lessons. Schedule 3 evaluations with your field supervisor and 4 evaluations with your cooperating teacher (see schedule and handbook for details). *Email to supervisor by Week 3.*
- 2) **Professional Development Plan (100 points)** - Based on feedback from prior field experiences, state standards, and the evaluation instrument from the intern's school district (if applicable), the intern will develop a professional development plan (PDP) for implementation during the internship. The intern, the cooperating classroom teacher and the COE supervisor will review the plan and the documentation of its accomplishment. *Email draft to supervisor by Week 3; Submit final copy to Angel by Week 14.*
- 3) **3 Danielson Lesson Plans (50 points each, 150 points total)** - Final interns must complete and submit a minimum of 3 lesson plans using the Danielson Lesson Plan template. These lesson plans should correspond to the lessons evaluated by the COE field supervisor. The template can be found in the Angel course shell. *Lesson plans must be submitted to the COE field supervisor at least 48 hours in advance of a lesson observation. Submit final plans to Angel.*
- 4) **3 Lesson Observations (150 points each, 450 points total)** – Submit a Pre-Service Teacher Lesson Evaluation Form and a Narrative Evaluation form for the three lessons your field supervisor evaluates. These evaluations may either be face-to-face or via video. Your cooperating classroom teacher will also be asked to evaluate a minimum of four lessons that you teach to provide you with additional feedback. These lessons should be separate from the lessons that your field supervisor evaluates. *See the course schedule and internship handbook for more detailed information. Submit lesson evaluation forms from field supervisor into Angel.*
- 5) **Video Lesson Self-Reflection (50 points)** - The intern will videotape a lesson taught to K-12 students. A self-reflection paper will be written on this lesson. The self-reflection will entail the intern reviewing SPC's Lesson Evaluation Form, and listing three areas on the form where the intern feels he or she showed proficiency in the lesson, and 3 areas where the intern would like to improve. Supporting evidence from the video should be included. *Submit to Angel by week 10 of the internship.*
- 6) **Portfolio of Full-time Teaching (120 points)** – As final interns gradually assume 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. Artifacts will be included on respecting diversity, modifying assessments, utilizing assistive technology, designing and using a variety of formative and summative assessments, sharing assessment data with students and parents, organizing and integrating assessment data via technology, and collaborating and communicating with the home, school, and larger communities. Details can be found in the course Angel shell. *Submit to Angel by week 14 of the internship.*

- 7) **Dispositions Report (100 points)** – Teacher candidates must be able to demonstrate that they are professionals of strong moral character who can make mature decisions for themselves and for the students whom they will teach. The cooperating classroom teacher and field supervisor will collaborate to complete a Dispositions Report to evaluate the intern’s professional attitudes, behaviors, ethics and skills. *The COE field supervisor will send the intern an electronic copy of this report to upload into Angel by week 14 of the internship.*

**\*\*An unacceptable disposition that is not resolved will lead to a non-passing grade for the internship.**

*Note: If a placement site asks to discontinue an internship due to a significant performance or dispositional concern, this could result in the College of Education requiring the intern to withdraw (or take a WF or failing grade if past the last day to withdraw without academic penalty).*

**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.

## **V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**

### **A. COE SYLLABUS STATEMENTS**

[https://angel.spcollege.edu/AngelUploads/Files/larrea\\_miriam/SPC\\_Syllabus\\_Common\\_Statements\\_Master.htm](https://angel.spcollege.edu/AngelUploads/Files/larrea_miriam/SPC_Syllabus_Common_Statements_Master.htm)

### **B. SPC SYLLABUS STATEMENTS**

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

### **C. STUDENT ANGEL TUTORIALS**

[http://www.spcollege.edu/TSC/coe/links/Student\\_Angel\\_Tutorials.html](http://www.spcollege.edu/TSC/coe/links/Student_Angel_Tutorials.html)

*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.*

**VI. CALENDAR AND TOPICAL OUTLINE**

Week	Assignments Due
1 8/18-8/22	<ul style="list-style-type: none"> <li>Meet with field supervisor.</li> </ul>
2 8/25-8/29	<ul style="list-style-type: none"> <li>Start internship hours at assigned school site.</li> </ul>
3 9/1-9/5	<ul style="list-style-type: none"> <li>Internship schedule due to field supervisor.</li> <li>Draft PDP Due.</li> </ul>
4 9/8-9/12	<ul style="list-style-type: none"> <li>Danielson Lesson Plan 1 due 48 hours prior to observation</li> <li>Observation # 1 by field supervisor.</li> </ul>
5 9/15-9/19	<ul style="list-style-type: none"> <li>Observation # 1 by Cooperating Teacher</li> </ul>
6 9/22-9/26	
7 9/29-10/3	<ul style="list-style-type: none"> <li>Observation # 2 by Cooperating Teacher</li> </ul>
8 10/6-10/10	
9 10/13-10/17	<ul style="list-style-type: none"> <li>Observation # 3 by Cooperating Teacher</li> </ul>
10 10/20-10/24	<ul style="list-style-type: none"> <li>Danielson Lesson Plan 2 due 48 hours prior to Observation 2</li> <li>Observation 2 by Field Supervisor</li> <li>Video Lesson Self-Reflection</li> </ul> Mandatory Classroom Management and Career Seminar: October 20, 2014, 10 a.m. to 4 p.m., Clearwater Campus ES-104
11 10/27-10/31	<ul style="list-style-type: none"> <li>Observation # 4 by Cooperating Teacher</li> </ul>
12 11/3-11/7	<ul style="list-style-type: none"> <li>Danielson Lesson Plan 3 due 48 hours prior to observation</li> <li>Observation # 3 by Field Supervisor.</li> </ul>
13 11/10-11/14	<ul style="list-style-type: none"> <li>Complete school-based hours.</li> </ul>
14 11/17-11/21	<ul style="list-style-type: none"> <li>Portfolio of Fulltime Teaching Due</li> <li>Professional Development Plan Due</li> <li>Dispositions Report</li> </ul>
15 11/24-11/28	Thanksgiving Week
16 12/1-12/5	N/A

All assignments are due at 11:59 p.m. on the Sunday following the week the assignment is due. For example, week 1 assignments are due by 11:59 p.m. on Sunday, August 24.

**VII. Uniform Core Curriculum Assignments**

N/A