

ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

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

COURSE SYLLABUS
EEC 4946
Internship: Prekindergarten/Primary Education

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

Course Prefix:	EEC 4946
Section #:	3846
Credit Hours:	Twelve Credits
Co-requisites:	RED 4940
Pre-requisites:	Successful completion of all Prekindergarten/Primary program requirements and passing of all sections of the General Knowledge and Professional Education Exam.

Day, Time and Campus:	M-F	Follow school schedule.	
Modality:	Internship		
Professor:	Content Faculty and Assigned Field Supervisor: Mary Harper, PhD		
Office Hours:	Refer to Instructor Webpage	http://www.spcollege.edu/instructors/id/harper.mary	
Office Location:	Clearwater Campus	NM-133	
Office Phone:	727-791-2480		
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ACADEMIC DEPARTMENT: College of Education

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

I. COURSE DESCRIPTION

This course requires a teacher candidate to demonstrate competency on the Florida Educator Accomplished Practices (FEAPs) at the pre-professional level during one semester of full time internship in a P-3 school setting as approved by the College of Education. Teacher candidates must assume full-day teaching duties for a minimum of six weeks during the fifteen week internship. The internship also includes mandatory on-campus seminars. Contact hours: a minimum of 35 hours per week for 15 weeks.

II. MAJOR LEARNING OUTCOMES

1. Teacher candidates will apply concepts from instructional design and lesson planning to their assigned P-12 setting by:
 - a. developing and implementing lesson plans based on state-adopted standards.
 - b. sequencing lessons to ensure coherence and required prior knowledge.
 - c. preparing instruction for P-12 students to achieve mastery of the lesson objective.
 - d. utilizing data to plan for classroom instruction.
 - e. 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:

- a. managing the resources of time, space, and attention.
 - b. evaluating the effectiveness of a classroom management plan.
 - c. applying a variety of instructional strategies that convey high expectations to P-12 students of various cultures, backgrounds, and ability levels.
 - d. modeling clear, acceptable oral and written communication skills.
 - e. sustaining a climate of openness, inquiry, fairness and support.
 - f. integrating current information and communication technologies into lesson plans.
 - g. utilizing current and emerging assistive technologies.
3. Teacher candidates will deliver effective instruction to facilitate learning in their assigned P-12 setting by:
- a. teaching engaging and challenging lessons.
 - b. applying content area literacy strategies.
 - c. identifying gaps in students' subject matter knowledge.
 - d. modifying instruction to respond to preconceptions or misconceptions.
 - e. relating and integrating the subject matter with other disciplines and life experiences.
 - f. employing higher-order questioning techniques.
 - g. applying varied instructional strategies and resources to provide comprehensible instruction.
 - h. differentiating instruction based on student learning needs.
 - i. providing immediate and specific feedback to P-12 students.
 - j. 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:
- a. applying data from multiple assessments and measures to drive instruction.
 - b. designing formative and summative assessments that match learning objectives.
 - c. utilizing assessments to monitor student progress.
 - d. modifying assessments to accommodate learning styles.
 - e. sharing assessment data with P-12 students and family members.
5. Teacher candidates will practice continuous professional improvement by:
- a. designing professional goals to strengthen the effectiveness of instruction based on students' needs.
 - b. using a variety of data independently, and in collaboration with colleagues to evaluate learning outcomes, adjust planning, and improve the effectiveness of the lessons.
 - c. collaborating with the home, school, and larger communities to foster communication and support student learning.
 - d. engaging in targeted professional growth opportunities and reflective practices.
 - e. implementing knowledge and skills learned in professional development in the teaching and learning process.
6. Teacher candidates will exhibit professional responsibility and ethical conduct by:
- a. practicing the *Florida Code of Ethics and Principles of Professional Conduct* for educators.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	Required : No text required
	Recommended: None

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

B. Supplemental Material

Resources:	
Materials: Internship Handbook (printed from MyCourses)	
Library:	http://www.spcollege.edu/libraries/

C. Technology

<p>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.</p> <p>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.</p> <p>All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)</p>
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D. Supplies

N/A

IV. COURSE REQUIREMENTS & EXPECTATION

A. School Based Hours Course Requirements

The final internship is a full day (daytime) semester-long course.

B. ALL Course Assignments

- 1) **Induction to Teaching Plan for Final Internship (30 points)** - The intern and cooperating classroom teacher (CCT) will work together to plan how the intern will assume increasing responsibility in the assigned classroom, culminating in at least six weeks of full-time teaching. See the recommended plan in the *Final Internship Handbook*. *Submit to MyCourses by Week 2.*
- 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 2; Submit final copy to MyCourses and Chalk & Wire by Week 12.*
- 3) **3 Danielson Lesson Plans (40 points each, 120 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 MyCourses 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 MyCourses and Chalk & Wire.*
- 4) **Dispositions Report (200 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 both MyCourses and Chalk & Wire by week 12 of the internship. ****An unacceptable disposition that is not resolved will lead to a non-passing grade for the internship.***
- 5) **Lesson Observations (400 points total)** – Submit a Pre-Service Teacher Lesson Evaluation Form and a Narrative Evaluation form for the four lessons your field supervisor evaluates. Three of these observations must be face-to-face (one unannounced), and one observation will be of a videotaped lesson. 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 MyCourses and Chalk & Wire.*
- 6) **Video Lesson Self-Reflection (50 points)** - The intern will videotape at least one lesson taught to K-12 students and upload it to Chalk & Wire. 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 MyCourses by week 9 of the internship.*

- 7) **Behavior Intervention Plan (100 points)** - Interns will develop a Behavior Intervention Plan for a student with ongoing behavior issues in their assigned classroom. The plan should include a functional analysis of a socially unacceptable behavior, goals and objectives for teaching a replacement behavior, instructional strategies that are used to teach the replacement behavior, specific strategies that are used to decrease the problem behavior and increase the replacement behavior, changes in the physical environment that are made to support the desired behavior, the extent to which the replacement behavior is implemented in various settings and the persons responsible for implementation of the plan. A chart including baseline and intervention date should also be included. *Submit to MyCourses and Chalk & Wire by week 12 of 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.*

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 below.

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://docs.google.com/document/d/1VrvFtlW9RPI2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

B. 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.

VI. CALENDAR AND TOPICAL OUTLINE

**See Internship Handbook for additional details.

Week	Induction Level in Classroom	Assignments Due / Seminar Dates
1 1/12-1/16	Orientation to Classroom	<ul style="list-style-type: none"> • <u>Internship Orientation</u>: Monday, January 12, 2015; 9:30 a.m. to 3:30 p.m.; Clearwater ES-104 • <u>Reading Seminar & SLIP Seminar</u>: Wednesday, January 14, 2015; 4 to 5:15 p.m.; .Clearwater ES-104
2 1/19-1/23	Orientation to Classroom	<ul style="list-style-type: none"> • Induction to Teaching Plan • Draft Professional Development Plan
3 1/23-1/30	Expanding Responsibilities	<ul style="list-style-type: none"> • Danielson Lesson Plan 1 due 48 hours prior to observation • Lesson Observation 1 by Field supervisor
4 2/2-2/6	Gradual Induction	<ul style="list-style-type: none"> • Lesson Observation 1 by Cooperating Teacher • <u>Character Education Seminar</u> (optional; for professional development) - Wednesday, February 4, 2015; 4 to 7:00 p.m.; Clearwater ES-104
5 2/9-2/13	Gradual Induction	<ul style="list-style-type: none"> • <u>Reading Seminar</u>: Wednesday, February 11, 2015; 4 to 5:15 p.m.; .Clearwater ES-104
6 2/16-2/20	Gradual Induction	<ul style="list-style-type: none"> • Lesson Observation 2 by Cooperating Teacher
7 2/23-2/27	Full-time Teaching	<ul style="list-style-type: none"> • Danielson Lesson Plan 2 due 48 hours prior to video lesson • Lesson Observation 2 by Field Supervisor
8 3/2-3/6	Full-time Teaching	<ul style="list-style-type: none"> • Lesson Observation 3 by Cooperating Teacher • <u>Mandatory Classroom Management and Career Seminar</u>: Friday, March 6, 2015; 9:30 a.m. to 3:30 p.m.; Clearwater ES-104
9 3/9-3/13 Hillsborough Spring Break	Full-time Teaching	<ul style="list-style-type: none"> • Danielson Lesson Plan 3 due 48 hours prior to observation • Video Lesson to Field Supervisor • Video Lesson Self-Reflection
10 3/16-3/20 Pasco Spring Break	Full-time Teaching	<ul style="list-style-type: none"> • Lesson Observation 4 by Cooperating Teacher
11 3/23-3/27	Full-time Teaching	<ul style="list-style-type: none"> • Unannounced Observation by Field Supervisor •
12 3/30-4/3 Pinellas Spring Break	Full-time Teaching	<ul style="list-style-type: none"> • Final PDP Due • Behavior Intervention Plan Due • Dispositions Report • <u>Reading Seminar</u>: Wednesday, April 1, 2015; 4 to 5:15 p.m.; Clearwater ES-104
13 4/6-4/10	Wrap-up	
14 4/13-4/17	Wrap-up	

15 4/20-4/24	Wrap-up	
16 4/27-5/1	Wrap-up	<u>Final Seminar</u> : Wednesday, April 29, 2015; 4 to 5:15 p.m.; Clearwater ES-104

VII. UNIFORM CORE CURRICULUM ASSIGNMENTS

Assignment Name	UCC	Specific Indicator
Danielson Lesson Plan	FEAP	1.a
	FEAP	1.c
	FEAP	1.d
	FEAP	1.f
	FEAP	2.i
Dispositions Report	FEAP	6
Lesson Observations	FEAP	2a
	FEAP	2b
	FEAP	2c
	FEAP	2e
	FEAP	2f
	FEAP	2.g
	FEAP	2h
	FEAP	3.a
	FEAP	3.b
	FEAP	3c
	FEAP	3d
	FEAP	3.e
	FEAP	3.f
	FEAP	3.g
FEAP	3.h	
FEAP	3.i	
FEAP	3.j	
Professional Development Plan	FEAP	5.a
	FEAP	5.e
	FEAP	5.f
Behavior Intervention Plan	FEAP	4.e
	FEAP	4.f
	FEAP	5.d
Course Assignments	OE	a
	OE	e
	OE	f
	OE	i