LEVEL II INTERNSHIP SEMINAR IN ELEMENTARY EDUCATION
EDE4942

FALL 2014

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PREREQUISITES:
EDF 3122, EDF 3604, RED 4310, EDE 4301, LAE 4414, TSL 4080, MAE 4310, EDE 4941.

COURSE DESCRIPTION
This is the second in a series of three internships specifically designed to prepare you to be a successful elementary teacher, grades K-6. Students will participate in a clinical experience in an assigned school all day Tuesday and Wednesday and Thursday mornings for a minimum of 12 contact hours each week for 14 weeks. Each candidate will be assigned two placements within the same school. Additionally, you will become familiar with important issues in education at the local, state and national levels and learn to assess your teaching abilities and the personal attributes you bring to this profession through a process of dialogue and reflection. It is expected that candidates will be proficient at lesson planning at the beginning of this internship. Satisfactory completion of Level II means that you have the knowledge, behaviors, skills, and attitudes to enter the final clinical experience for teacher preparation.

COURSE TOPICS:
The focus areas of the second internship are the “Learning Environment” and “Instructional Delivery and Facilitation”. Candidates become more proficient at designing and delivering instruction to whole groups of children, and monitor their progress and development. The details of the assignments and additional information will be provided in the specific Course Packet provided by your supervisor (in Canvas).

COURSE OBJECTIVES and STUDENT LEARNING OUTCOMES:
Understand and practice the knowledge, skills and dispositions as outlined in the Florida Educator Accomplished Practices (FEAPs, 2010). https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.065

1. Understand techniques and strategies for teaching that are based on research and best practices in the field.
2. Learn and practice effective approaches for:
   - Instructional design and lesson planning (FEAP 1)
   - Management of the learning environment (FEAP 2)
   - Instructional delivery and facilitation of student learning (FEAP 3)
   - Professional responsibility and ethical conduct (FEAP 6)

3. Practice “reflective teaching”, which means thoughtful consideration of your teaching practices and their impact on student learning. (FEAP 5d)

4. Work in collaborative teams in conjunction with your mentor teacher, your peers, and the university supervisor to improve practice. (FEAP 5d)

5. Understand the socio-economic and political context of your school in relation to a larger community. (FEAP 6)

TEXT AND MATERIALS:
There is no textbook for this internship. The assignment schedule will be given out and discussed during orientation. Most course materials can be found in the course packet on Canvas; others will be given out during seminar. TaskStream subscription is required of candidates.

CANVAS USE:
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used as a repository for documents and communication between candidates and supervisors.

Information on how to use Canvas is available at:
http://www.usfsm.edu/infocommons/students.php

GRADING, EVALUATION AND ATTENDANCE POLICIES:
The final grade awarded is Satisfactory/Unsatisfactory. This internship is a gateway for moving on to the final internship. Failure to complete any course requirement or assignment, or unexcused seminar absences will result in an unsatisfactory grade, and Level II must be repeated and successfully completed in order to continue in program field work. In addition, administrative removal from the internship guidelines are stated at the end of this syllabus.

   A. USFSM policy requires that all students receive a graded assignment or examination prior to the semester’s withdraw date (specific dates will be posted in Canvas and discussed with the individual student when necessary).
   B. Attendance policy is explained in the course requirements.

TASK STREAM:
TaskStream is a web-based electronic portfolio required of students in the College of Education (COE) programs. It provides a way to submit documents, called Critical Tasks to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks must be uploaded to your electronic portfolio on TaskStream and be rated with a mean score of 3 or higher in order to pass the course. Remember, failure to upload the Critical Task may result in a failing grade.
The Critical Task in this course is Reflection E, Continuous Improvement.

**ESSENTIAL ASSIGNMENTS:**
These are required course assignments that have been aligned with requirements needed for accreditation.

**USFSM AND USF SYSTEM POLICIES**

A. **Academic Dishonesty:** The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. **Academic Disruption:** The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. **Disabilities Accommodation:** Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. **Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. **Religious Observances:** USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.
G. **Web Portal Information:** Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

**COURSE REQUIREMENTS**

Additional information and forms can be found in the Course Packet and on Canvas.

I. **School Site Attendance (Essential Assignment)**
The internship portion of this course requires that you become actively involved in a school community, and have a minimum of twelve instructional contact hours with children per week, for 12 – 14 weeks. Special subjects, lunch, recess, and before/after school hours do not count toward contact hours, even if you are actively engaged in helping students or planning with the mentor teacher. Normal contact hours are Tuesday from 8:30 to 3:30 and Wednesday and Thursday from 8:30-11:30 am. **Mentor teachers may request your attendance prior to 8:30**, and you should still plan to stay through 11:30.

During your classroom time, you are expected to be an active participant, collaborating with your mentor and teaching students. Part of the Level II experience is to develop your teacher presence for the whole class (as contrasted with being an additional adult in the classroom).

Arrive on time and follow the sign-in procedures for your school. Sign out when you leave the building.
* Notify your mentor teacher and university supervisor in advance if you must be absent. Failure to do so may result in your early removal from the internship.
* Make up all contact hours missed within the same week. Arrange all make-up time with your professor and your mentor teacher.

II. **Classroom Analysis Project (Essential Assignment)**
In order to help children connect to the content, you must have a working knowledge of the students in your classroom. Use the information and the classroom roster worksheet (from the Course Packet) to collect information about each child in the classroom. Work with your mentor teacher to find out what information is known about each child. Remember that almost everything about a child can be important in helping that child learn.

Additional information will be added to your roster as you learn more about each of your students, and this information should be used as you plan lessons and work with students. This is a working document, and you’ll use this information as you plan your lessons.

III. **Planning and Communication Binder (Essential Assignment)**
The Planning Book is a way to organize and coordinate your classroom activities. It consists of multiple parts.

The organization and a detailed description of the organization of the Planning and Communication Binder is in the Course Packet. During the course of the semester, you will plan, teach, and reflect on your experiences. You will review the teacher’s lesson plans, keeping in mind that the documentation needed is much less for an experienced teacher than it is for a novice.
Since one of the focus areas of Level II is “Instructional Delivery and Facilitation”, it is our expectation that you will teach something every day. The more planning, teaching, and reflecting you do during this internship, the better prepared you will be for the final internship.

**USFSM Lesson plans:**
You will complete a total of 4 USFSM complete lesson plans during the course of the semester.
- For the first one, you will put one of your mentor’s lesson plans into the USFSM format (located in Canvas). A print copy should be brought to the seminar.
- A complete lesson plan will be turned in to your supervisor for each formal observation by the university supervisor for an additional 2. These must be submitted 24 hours prior to your observation.
- One more will be completed for the video/peer observation lesson.

Beginning the second week of your time in the classroom, you will use the abbreviated format to develop and teach 1 lesson plan each week. The abbreviated lesson plan should be used for the bulletin board assignment. Starting in the second placement, you will use the abbreviated format to develop and teach 2 lessons each week. Your internship supervisor will provide specific details on how these lessons will be turned in. These lesson plans should reflect your increasing knowledge of planning and should show the integration of content areas, arts, and different instructional designs (direct instruction, cooperative learning, etc.). For any other teaching, you will follow your mentor teacher’s plans.

The Communication Log of your activities during your time in the classroom needs to be completed, reviewed and initialed by your mentor teacher on a weekly basis. In the log, you will document what you’ve observed, taught, and other teacher activities. You will also report on questions and conversations that you and the mentor teacher have discussed. The Planning Binder will be maintained throughout the semester.

**IV. School Community/Culture Study (Essential Assignment)**
Understanding the culture of a school is an important aspect of teaching. The purpose of this assignment is for you to see your classroom in a larger context. Learning more about the school and the demographics of the community will have a direct relationship to understanding your students and helping them learn. Candidates at the same school will work together to collect data and produce a 15-20 minute interactive presentation during the seminar. Data can be collected from websites, files, and interviews with teachers, principals, and other school personnel.

Following are the major topics that should be addressed in your presentation:
- **School population.** Look at the ages, genders, percentage of students on free and reduced lunch, number of students receiving special services (of whatever type), walkers and bus riders, and other statistical information revealing the school community. What different native languages do the children bring to school? What types of general needs do teachers perceive in this population?

- **Surrounding Community.** Describe the kind of businesses, houses, churches, shopping, etc. in the area? Are there significant ethnic and/or religious influences in the community? What is the relationship between the school and the community? What after school events exist for the students and local community members? What is the school building used for after hours? How are parents involved in the school?
• **Teaching community.** Describe the school staff, including support personnel, teachers, administrators, etc. Do most of the teachers have many years’ experience at this school, at other schools/districts, or are there many new teachers? Are the grades departmentalized?

• **School philosophy.** Walk around the school. From what you observe, what do you think are the beliefs shared by people at the school? What is their mission statement? How does it connect with what you see being taught? What is the school’s approach to classroom management and guiding student behavior? Look at the school’s website. What can you tell about the school from the website? What information is included and is it easy to find?

• **What is unique about this school?** What about the school and its environment makes you want to teach there and/or send your child to this school? What makes it special?

V. Observations and Performance Feedback (Essential Assignment)
Weekly discussions and feedback will be provided by your mentor teacher, the university supervisor, and your peers. Each mentor teacher will complete a plus/delta evaluation form 4 times during each placement. A copy of this form should be given to your supervisor each week.

Your university supervisor will formally observe at least two lessons and make other unscheduled, informal visits during this semester. The scheduled observations need to be whole group instruction (responsible for all the students in the classroom rather than just a few), not a small group lesson, and they need to reflect your instructional decisions and style. These observations show the observer your improved skill and development as a pre-service professional, and should not be a review lesson or an assessment. A formal lesson plan using the USF SM complete format must be sent to the university supervisor at least 24 hours in advance of your observation.

After the planned observation of 20-30 minutes, you will confer with your university supervisor outside the classroom for approximately thirty (30) minutes. Please make arrangements with your mentor teacher, prior to your lesson, so that you will be free to leave the students for the conference session afterwards.

VI. Reflections (Critical Task)
Reflection is a process of thoughtfully examining one’s own and others’ experiences and considering those in the light of scientific inquiry. Research shows that writing down your thoughts helps you to clarify what you believe and to better understand and apply the learning from your experiences. It should help you clarify your beliefs about effective instruction and the realities of the classroom today, and consider the practices in all your internship classrooms.

The majority of the reflections for this internship are focused on a specific Florida Educator Accomplished Practice. The prompt can help you focus your thoughts, but a reflection is *not an answer to a prompt.* It is a thoughtful, focused discussion of the connection between theory and practice and a detailed description of the activities of an effective teacher. The reflections are examples of professional writing, need to follow APA 6th Edition format, and are typically 4-5 pages. Be sure to identify specific indicators listed with each FEAP in your reflection.
Reflection A: Instructional Design and Lesson Planning

How do teachers plan for learning in each content area? What instructional strategies and activities do you see used? Every classroom has a variety of students in it: maturity, ability, interest, etc. are just some of the few differences among students. How do teachers use what they know about their students in planning instruction? How do your mentor teachers sequence and scaffold concepts and skills? What does your mentor teacher do to differentiate the curriculum for the students and support their learning? How does your mentor teacher engage students throughout the lesson and help them learn?

Reflection B: The Learning Environment

What are your impressions of the classroom environment? How does the teacher set and manage academic and behavioral expectations with the students? How do teachers organize, manage, and allocate time and resources in the classroom? How does your mentor teacher manage movement within the classroom? Observe the students, the teacher’s style, the workings of the classroom management system, and the general routines of the classroom. How do teachers maintain academic focus and instructional momentum while monitoring student conduct and behavior? How is misconduct stopped? How does the teacher model effective communication with the students and others?

Reflection C: Assessment

How does your mentor teacher evaluate what students are learning? What formative information is gathered, and how is that documented? What formal and informal assessment indicators do you see teachers use? Compare and contrast teachers’ responses to individuals who are not learning and to situations where the entire class is not really ‘getting it’. What different assessments have you seen in use? How are these worked into the instructional plans?

Reflection D: Instructional Delivery and Facilitation

A teacher’s personal style and delivery can impact what and how children learn. What strategies have your mentor teachers (any you’ve observed and worked with) used to help children learn? How do you see teachers changing their strategies for each subject area to ensure student learning for every child? How do the directions given impact the students’ behavior and learning? How do the teachers use students’ prior knowledge and their own content knowledge to help students learn?

Reflection E: Continuous Improvement

At this point, you should have a good understanding of the day to day decisions teachers make and how their guiding principles (philosophy) influence those decisions. Think about your internships and teaching experience, and where you started at the beginning of this semester. Think about what you observed with your videotaped lesson. How have you seen the FEAPs applied? What have you learned? In what way(s) have you seen yourself develop? What do you believe now about how students learn? How do you see your role in the learning process? How has your teaching philosophy changed through this experience?

This reflection is the critical task for this course and must be submitted to Task Stream.
Reflection F: Creating your classroom

Now that you’ve had a chance to work with different teachers and grade level students, how will you set up, structure, and manage your own classroom? What specific strategies and styles will you use to plan, deliver, and facilitate instruction for individuals and for groups of students? What qualities would an observer see in your classroom that would give him/her an insight into your teaching philosophy: how will you manage the learning environment in your classroom?

VII. Videotaped Lesson with Peer Observation (Essential Assignment)
Observing yourself is a valuable tool for reflection and improvement. During the first placement, you will have one of your lessons videotaped. After observing the video with a peer, each of you will evaluate and then discuss your lesson delivery. A lesson plan using the complete USFSM format needs to accompany your videotaped lesson.

If the university supervisor and/or your mentor teacher determine that you would benefit from an additional observation through a videotaped lesson, you may be required to have another lesson videotaped. This is a good tool to use throughout your career. It can be much easier to observe and address issues when you can watch your performance.

VIII. Bulletin Board (Essential Assignment)
The learning environment in the classroom can be expanded through creative use of your wall space. It can be a source of learning and reinforcement by presenting new information or by serving as an interactive learning center. Think of arts integration strategies for this assignment – it’s a good opportunity to put your skills into practice and to showcase your students’ work. The bulletin board may be in the classroom or in the hall, and should reflect the age and abilities of your children and the grade level curriculum.

You will be responsible for planning and posting a bulletin board that serves to either teach students new content or to showcase their learning. For a teaching board, the content should support what students are currently learning in the classroom and needs to be interactive (the lesson plan should be student-directed). If the board is used to showcase student learning, the student work must be generated through a lesson or lessons you have taught. In either case, a lesson plan (the abbreviated version) needs to accompany the assignment.

IX. Résumé and Letter of Introduction (Essential Assignment)
A professional résumé is a detailed description of your education, skills, and work experiences. Your résumé and letter of introduction should be emailed to your supervisor, and once reviewed, it will be sent to your mentor teacher prior to your final internship. The specific directions for the résumé and letter of introduction can be found in the course packet.

X. Program Portfolio (Essential Assignment)
As you progress through the Elementary Education program, you will assemble a portfolio of work documenting your growth and development related to the Florida Educator Accomplished Practices. Your portfolio should be divided into sections for each of the FEAPs, and each section should have 1-3 artifacts from your program of studies that showcase your understanding and/or growth in the specific FEAP. These may include lessons, activities, and materials from your courses and field experiences that show your analysis and reflection about your preparation for teaching. These should not be a collection of resources or materials that you have gathered during coursework. At the end of the final internship, you will review the program portfolio with faculty from the College of Education.
**Per College of Education Policy, early administrative removal from an internship may occur for one or more of the following reasons:**

1. The school that you are placed in requests your removal;
2. In the professional judgment of your mentor teacher and/or the university supervisor, you demonstrate unprofessional behavior in the school or seminar setting;
3. In the professional judgment of your mentor teacher and/or the university supervisor, you demonstrate a poor attitude toward supervision and/or improving teaching skills;
4. You fail to notify the school prior to absences or fail to make up time missed;
5. You have excessive absences or tardiness, whether excused or not;
6. If, in the professional judgment of a majority of your mentor teacher, the school principal, the university supervisor, and the Coordinator of Clinical Experiences, your instruction is ineffective and/or your classroom management is marginal or unacceptable (according to the College of Education Performance Level Indicators), you may be administratively removed from the internship.

Students who are administratively removed from the Level II internship may not continue to go to the school, unless specifically authorized to do so. Students administratively removed from the internship will receive a grade of “Unsatisfactory” or “U” for the course.
USFSM COE Critical Task

Level II Reflection - Continuous Improvement

Following is a brief description of the critical task (please refer to the course syllabus for detailed information about the assignment)

Reflection is an essential part of developing as a teacher. Evaluation of the “quality” of the reflections, therefore, is based on the following: The reflection shows that the candidate understands and is beginning to use a variety of assessment tools to monitor student progress, achievement and learning goals; AND The reflection shows the candidate understands and can differentiate instruction based on assessment of student learning needs with recognition of individual differences in students. There are 6 prompts which will be used to guide candidate throughout the semester. The prompts focus on the accomplished practices and are graded in TaskStream.

Level II FINAL reflection - Continuous Improvement

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<thead>
<tr>
<th>Score/Level</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
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<td>The candidate demonstrates a high quality of professional self-reflection and continuous improvement.</td>
<td>Did not adequately demonstrate knowledge or skill.</td>
<td>Work is approaching but not yet consistent in performance indicating partial understanding.</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills.</td>
<td>Meets all and exceeds some standards.</td>
<td>Superior with in-depth understanding and exemplary display of skills.</td>
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- **Standards**
- **FL- 2010 FEAPs Standards Level (1-6)**
  - Accomplished Practice:
    5. Continuous Professional Improvement
- **FL- Florida Educator Accomplished Practices (2010)**
  - Area: Continuous Improvement, Responsibility and Ethics
- **Accomplished Practice:**
  1. Continuous Professional Improvement. The effective educator consistently:
  - Indicator:
    e. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- **FL- USFSM COE Candidate Proficiencies (2013)**
  - Proficiency:
    2. Candidates engage in reflective and ethical practice as educators (Reflective and Ethical Practice).
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>The reflection shows that the candidate continues to implement the knowledge and skills learned in professional development in the teaching and learning process.</td>
<td>Did not adequately demonstrate knowledge or skill.</td>
<td>Work is approaching but not yet consistent in performance indicating partial understanding.</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills.</td>
<td>Meets all and exceeds some standards.</td>
<td>Superior with in-depth understanding and exemplary display of skills.</td>
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**Standards**

**FL- 2010 FEAPs Standards Level (1-6)**

**Accomplished Practice:**
5. Continuous Professional Improvement

**FL- Florida Educator Accomplished Practices (2010)**

**Area: Continuous Improvement, Responsibility and Ethics**

**Accomplished Practice:**
1. Continuous Professional Improvement. The effective educator consistently:
   - **Indicator:**
     - f. Implements knowledge and skills learned in professional development in the teaching and learning process.

**FL- USFSM COE Candidate Proficiencies (2013)**

**Proficiency:**
2. Candidates engage in reflective and ethical practice as educators (Reflective and Ethical Practice).