EDE 4941
INITIAL INTERNSHIP IN ELEMENTARY EDUCATION

Instructor: Dr. Janet V. King, Coordinator of Clinical Education
jvking@sar.usf.edu  941-359-4772
Dr. Michael Sheldon msheldon@sar.usf.edu
Dr. Maryanne Roesch mroesch@sar.usf.edu

PREREQUISITE: One semester’s enrollment in the Elementary Education program.

COURSE DESCRIPTION
Students will become acquainted with the curriculum, structure, operation and management of an elementary classroom within a public school setting. Students will participate in a field experience at an assigned school on Tuesday and Thursday mornings (for 3 hours per day of student contact time) throughout the semester.

COURSE TOPICS:
The emphasis of the Level I internship is on two of the Florida Educator Accomplished Practices (FEAPs): “Professional Responsibility and Ethical Conduct” and “Instructional Design and Lesson Planning”. Students will work toward an understanding of the professional role and responsibilities of the teacher and the design of lesson plans: teaching is not the same as making a presentation. Students will reflect on personal and professional attributes pertaining to their effectiveness as teachers. Students will work together with a university supervisor to set goals and plan strategies for improving their professional practice.

COURSE OBJECTIVES and STUDENT LEARNING OUTCOMES:

- Demonstrate personal responsibility in fulfilling professional commitments.
- Demonstrate being a thoughtful, reflective practitioner.
- Demonstrate understanding of the classroom curriculum, and apply best practices in planning instruction, guiding students, and assessing learning outcomes.
- Collaborate with the mentor teacher by implementing lesson plans for individuals, small and large groups of children, guiding student behavior appropriately.
- Demonstrate proficiency in written and oral communication.
• Demonstrate understanding of arts integration as an instructional strategy to improve student learning.

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

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

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 introduction to the teaching profession and school culture is a foundation for moving on to the Level II internship. Failure to complete any course requirement or assignment, or unexcused seminar absences will result in an unsatisfactory grade, and Level I would have to be repeated and successfully completed in order to continue in program field work.

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 Tasks in this course are the Arts Integrated Lesson Plan and the Case Study of Yourself as a Professional Educator.
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**

For successful completion of this course, students will:

1. **Attendance (Essential Assignment).**
   Candidates are expected to work in an elementary school classroom two mornings per week, for a total of 6 hours per week. Candidates will demonstrate dependability and punctuality as well as a positive attitude. Notify the school, your mentor teacher in advance (as soon as possible), and your university professor if you are to be absent. (Failure to do so will result in unsatisfactory grade in this course.) Make up all in-school time missed (preferably by the following Friday) and make these arrangements in collaboration with your mentor teacher and your university supervisor.

   In addition to working in the classroom with your mentor teacher and students, you will complete a weekly communication log. The table is the documentation of your activities in the classroom for the week and the opportunity to talk with your mentor teacher about questions you have based on what you’ve observed. This one page table requires a summary of what you observe, what you teach, and other things you do during your classroom time. It also provides a space for you to document your conversations with the mentor teacher.

2. **Professional Behavior (Essential Assignment).**
   Demonstrate a beginning level of instructional teamwork and skill during scheduled and unscheduled observations. Demonstrate active participation in all weekly seminars. In the event that absence or tardiness cannot be avoided, it is the student’s responsibility to contact the university supervisor and complete assigned make up work. All seminar assignments are expected to be completed on time, and Critical Assignments must be posted on Task Stream.

   Be responsible for accessing the Canvas course online and using the system for regular communication with peers and the university supervisor (e.g. Reflective Journal assignment).

3. **Observations by the University Supervisor (Essential Assignment).**
   Formal, scheduled observations and other unscheduled, informal visits will be made during the semester. Two formal observations must be successfully completed to demonstrate understanding of: 1) the role of the teacher, and 2) effective lesson plan design. A formal lesson plan using the format provided in Canvas must be given to the university supervisor at least 24 hours in advance of your observation. In addition, complete the UDL guidelines with your lesson plan. Missing any scheduled observation without giving the instructor prior notice will result in an unsatisfactory grade in this course.

   One of your formal observation lessons must include integration of the arts. This means that you will include visual arts, performance art, music, or creative language arts for students to
express their understanding of the topic. Identify the skills or habits of mind you are targeting to foster critical and creative thinking. In other words, how will arts integration go beyond “fun” to logically enhance the intended learning outcomes of your lesson?

In a weekly journal, reflect on your experiences in the classroom, your observations of both teachers and pupils, and your growth. It is your opportunities to think about and reflect on this first classroom experience and what you’re learning. This assignment must not be worked on during your time at the school, even if your students are busy or out of the classroom. Post your journal writing via Canvas to communicate regularly with the university supervisor. Later, share insights and questions with peers during the seminar discussions.

5. Instructional Design and Lesson Planning (Critical Task).
Teaching (helping someone learn) is not the same as making a presentation. In addition to planning for instruction, teachers also monitor learning and help students understand concepts at a deeper level, addressing misconceptions. Beginning with the third week of the semester, you will develop one abbreviated lesson each week. The form is on Canvas, and is a shorter version of the formal USFSM lesson plan. The goal is to become proficient at planning lessons, both for small groups and for whole group learning.

All activities and lesson design ideas should be discussed with the mentor teacher and adhere to the classroom’s current curriculum topics. Written lesson plans are to be reviewed by the mentor teacher in advance of your implementing them, and should not simply be following the textbook exercises. The USFSM Lesson Plan template (available on Canvas) must be completed for ALL formal observations, and a copy will be kept in your internship file. At least one of your observation lessons must be with the whole class. Your Arts Integration Lesson Plan will be submitted to Task Stream for evaluation after the observation.


Your goal is to select one child to work with over the course of the semester. Use the class roster as a guide to help you discuss students and their needs with your mentor teacher. Select a child who you and the mentor teacher agree would benefit from extra assistance, such as someone with academic or behavioral issues. Over the semester, build a positive relationship with the child. This assignment will take all semester, so identify the child you want to work with as soon as possible. Be careful not to overstep the bounds of your professional role, or to engender jealousies among other children in the classroom by paying too much attention to this one child. Explain your choice in an early journal entry, and consider what you want to accomplish with this child before the end of the semester. Learn more about this child, and search for positive attributes, abilities and interests. Figure out effective strategies for engaging the child in classroom activities and positive peer interactions. Build trust.

Evaluate your growth over the semester working with this child. At the end of the semester, you will create a summative report by reviewing your weekly journals and providing specific
examples of your understanding of childhood development, instruction and learning, and your role as a teacher. Finally, what excites you and engages you about the teaching profession and what challenges do you foresee?

Submit a final paper (with an introduction, sequenced journal entries or other relevant documentation, and a summary statement, protecting the child’s identity by using a pseudonym) for this case study and submit to TaskStream for assessment.
USFSM College of Education
Level I Performance Assessment

Name ___________________________  Date ___________  School _________________

The emphasis areas for the first internship are “Professional Development and Ethical Conduct” and “Instructional Design and Lesson Planning”. Teacher candidates are expected to be professional at all times. Teacher candidates work with students, begin to plan and teach lessons to the whole class, and learn to align instruction to standards and provide appropriate feedback to students.

**COE Performance Level Indicators**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1     | Unacceptable  
Incomplete or insufficient content knowledge and/or demonstration of the skills         |
| 2     | Marginal  
Underdeveloped or inconsistent demonstration of knowledge and/or skills                       |
| 3     | Meets standard  
Demonstrates professional conduct and effective lesson planning | |
| 4     | Advanced  
Demonstrates capable, independent, and consistent performance of skills                     |
| 5     | Exceptional  
Exceeds expectations for demonstrating all criteria at a fully independent level                |

**Professional Responsibility and Ethical Conduct**

<table>
<thead>
<tr>
<th>1 2 3 4 5</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>Adheres to the Florida Code of Ethics and the Principles of Professional Conduct</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Fulfills obligations to students, the school, the university, and the education profession</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Respects students’ cultural, linguistic, family background and diversity of needs</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Maintains high expectations for all students to achieve success</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Models clear, appropriate oral and written communication skills</td>
</tr>
</tbody>
</table>

Comments:

**Instructional Design and Lesson Planning**

<table>
<thead>
<tr>
<th>1 2 3 4 5</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>Aligns lesson plans with state standards at the appropriate level of rigor</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Delivers engaging and meaningful lessons for students to achieve mastery</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>Supports, encourages, and provides students with specific and helpful feedback</td>
</tr>
</tbody>
</table>

Comments:

Supervisor: _________________________________  Candidate: _________________________________
USFSM COE Critical Task

EDE 4941: Level I Internship: Arts Integration Lesson Plan rev.sum.2013

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

One of your formal observation lessons must include integration of the arts. This means that you will include visual arts, performance art, music, or creative language arts for students to express their understanding of the topic. Identify the skills or habits of mind you are targeting to foster critical and creative thinking. In other words, how will arts integration go beyond “fun” to logically enhance the intended learning outcomes of your lesson? Your lesson plan will be submitted to Task Stream for evaluation after the observation.

EDE 4941: Level I Internship: Arts Integration Lesson Plan rev.sum.2013

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson plan shows alignment with state-adopted standards at the appropriate level of rigor.</td>
<td>Incomplete or insufficient</td>
<td>Underdeveloped</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills</td>
<td>Skilled, independent demonstration of competencies</td>
<td>Expert demonstration of knowledge and skill</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**
- FL- 2010 FEAPs Standards Level (1-6)
**Accomplished Practice:**
1. Instructional Design and Lesson Planning
- Area: Quality of Instruction
- Accomplished Practice:
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

**Indicator:**
- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

**FL- USFSM COE Candidate Proficiencies (2013) Proficiency:**
- 4a. Candidates design educational experiences that result in successful learning (Educational Design).

### Conveys high expectations to all students.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
</table>
| Incomplete or insufficient | Underdeveloped | Satisfactory performance indicating understanding and adequate display of the skills | Skilled, independent demonstration of competencies | Expert demonstration of knowledge and skill |}

**Standards**

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

**Accomplished Practice:**
- 2. The Learning Environment

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

**Area:** Quality of Instruction

**Accomplished Practice:**
- 2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

**Indicator:**
- c. Conveys high expectations to all students;

**FL- USFSM COE Candidate Proficiencies (2013) Proficiency:**
- 5b. Candidates communicate in ways that demonstrate fairness, respect, and sensitivity to diversity, setting high academic expectations for all students (The Learner as an Individual in community).

### Models clear, acceptable oral and written communication skills.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
</table>
| Incomplete or insufficient | Underdeveloped | Satisfactory performance indicating understanding and adequate display of the skills | Skilled, independent demonstration of competencies | Expert demonstration of knowledge and skill |}

**Standards**

**FL- 2010 FEAPs Standards Level (1-6)**
<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accomplished Practice:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Area: Quality of Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Accomplished Practice:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Models clear, acceptable oral and written communication skills;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- FL- USFSM COE Candidate Proficiencies (2013)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5b. Candidates communicate in ways that demonstrate fairness, respect, and sensitivity to diversity, setting high academic expectations for all students (The Learner as an Individual in community).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapts instruction and the learning environment to accommodate the differing needs and diversity of students.</td>
<td>Incomplete or insufficient</td>
<td>Underdeveloped</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills</td>
<td>Skilled, independent demonstration of competencies</td>
<td>Expert demonstration of knowledge and skill</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- FL- 2010 FEAPs Standards Level (1-6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplished Practice:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Area: Quality of Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Accomplished Practice:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Adapts the learning environment to accommodate the differing needs and diversity of students; and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- FL- USFSM COE Candidate Proficiencies (2013)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a. Candidates construct learning environments that reflect the diversity of experiences, perspectives, and cultures of their students and the larger world (The Learner as an Individual in community).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lesson included visual arts,</td>
<td>Incomplete or insufficient</td>
<td>Underdeveloped</td>
<td>Satisfactory performance indicating</td>
<td>Skilled, independent demonstration of competencies</td>
<td>Expert demonstration of knowledge and skill</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Art, Music, or Creative Language Arts Designed for Students to Express and Deepen Their Understanding of the Topic</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
</table>

**Standards**
**FL- 2010 FEAPs Standards Level (1-6)**
Accomplished Practice:
3. Instructional Delivery and Facilitation

**FL- Florida Educator Accomplished Practices (2010)**
**Area:** Quality of Instruction

**Accomplished Practice:**
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
**Indicator:**
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

**FL- USFSM COE Candidate Proficiencies (2013)**
**Proficiency:**
1. Candidates demonstrate depth and breadth of content knowledge for their respective roles (Content Knowledge).

**FL- USFSM COE Tracking Codes (2013)**
**Code:** Arts Integration

Candidate provides specific examples of modifying instruction to meet different preconceptions or misconceptions of students.

<table>
<thead>
<tr>
<th>Incomplete or insufficient</th>
<th>Underdeveloped</th>
<th>Satisfactory performance indicating understanding and adequate display of the skills</th>
<th>Skilled, independent demonstration of competencies</th>
<th>Expert demonstration of knowledge and skill</th>
</tr>
</thead>
</table>

**Standards**
**FL- 2010 FEAPs Standards Level (1-6)**
Accomplished Practice:
3. Instructional Delivery and Facilitation

**FL- Florida Educator Accomplished Practices (2010)**
**Area:** Quality of Instruction

**Accomplished Practice:**
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
**Indicator:**
d. Modify instruction to respond to preconceptions or misconceptions;
<table>
<thead>
<tr>
<th>Proficiency:</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidates demonstrate depth and breadth of content knowledge for their respective roles (Content Knowledge).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The lesson shows effective integration of the subject matter with other disciplines (the arts) and life experiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incomplete or insufficient</td>
<td>Underdeveloped</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills</td>
<td>Skilled, independent demonstration of competencies</td>
<td>Expert demonstration of knowledge and skill</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

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

**Accomplished Practice:**

3. Instructional Delivery and Facilitation

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

**Area:** Quality of Instruction

**Accomplished Practice:**

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

**Indicator:**

e. Relate and integrate the subject matter with other disciplines and life experiences;

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

**Proficiency:**

1. Candidates demonstrate depth and breadth of content knowledge for their respective roles (Content Knowledge).

The lesson plan shows varied instructional strategies and resources to provide comprehensible instruction, and to teach for student understanding.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete or insufficient</td>
<td>Underdeveloped</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills</td>
<td>Skilled, independent demonstration of competencies</td>
<td>Expert demonstration of knowledge and skill</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

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

**Accomplished Practice:**

3. Instructional Delivery and Facilitation

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

**Area:** Quality of Instruction
### Accomplished Practice:
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

**Indicator:**
9. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

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

**Proficiency:**
4a. Candidates design educational experiences that result in successful learning (Educational Design).

<table>
<thead>
<tr>
<th>Support, encourage, and provide immediate and specific feedback to students to promote student achievement.</th>
<th>Incomplete or insufficient</th>
<th>Underdeveloped</th>
<th>Satisfactory performance indicating understanding and adequate display of the skills</th>
<th>Skilled, independent demonstration of competencies</th>
<th>Expert demonstration of knowledge and skill</th>
</tr>
</thead>
</table>

**Standards**

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

**Accomplished Practice:**
3. Instructional Delivery and Facilitation

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

**Area:** Quality of Instruction

**Accomplished Practice:**
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

**Indicator:**
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;

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

**Proficiency:**
5b. Candidates communicate in ways that demonstrate fairness, respect, and sensitivity to diversity, setting high academic expectations for all students (The Learner as an Individual in community).

<table>
<thead>
<tr>
<th>Candidate utilize student feedback to monitor instructional needs and to</th>
<th>Incomplete or insufficient</th>
<th>Underdeveloped</th>
<th>Satisfactory performance indicating understanding and adequate display of the skills</th>
<th>Skilled, independent demonstration of competencies</th>
<th>Expert demonstration of knowledge and skill</th>
</tr>
</thead>
</table>
### Accomplished Practice:

**3. Instructional Delivery and Facilitation**

- **Indicator:** Utilize student feedback to monitor instructional needs and to adjust instruction.

### Florida Educator Accomplished Practices (2010)

**Area:** Quality of Instruction

**Accomplished Practice:**

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

**5b. Candidates communicate in ways that demonstrate fairness, respect, and sensitivity to diversity, setting high academic expectations for all students (The Learner as an Individual in community).**
USFSM COE Critical Task

EDE 4941 Case Study: Yourself as a Professional Educator rev.sum.

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

Your goal is to select one child to work with over the course of the semester. Select a child who you and the mentor teacher agree would benefit from extra assistance, such as someone with academic or behavioral issues. Over the semester, build a positive relationship with the child. This assignment will take all semester, so identify the child you want to work with as soon as possible. Be careful not to overstep the bounds of your professional role, or to engender jealousies among other children in the classroom by paying too much attention to this one child. Explain your choice in an early journal entry, and consider what you want to accomplish with this child before the end of the semester. Specify which UDL guidelines and principles you want to focus on with this child to help them be more successful. Over the semester you will probably focus on different guidelines and principles as you become more familiar with the child. Learn more about this child, and search for positive attributes, abilities and interests. Figure out effective strategies for engaging the child in classroom activities and positive peer interactions. Build trust.

Evaluate your growth over the semester working with this child using the CLASS dimensions which fall under the three broader domains of emotional support, classroom organization, and instructional support. Refer to the rubric that will be provided on Canvas specific to the grade level you teach. There are two levels of rubrics: K-3rd & 4th-6th. In a weekly journal, reflect on your growth in each dimension and specify which dimensions you want to focus on the next week and what you will do to grow in those areas. At the end of the semester, you will create a summative report by reviewing your weekly journals and providing specific examples of your growth in specific dimensions. Also, select a few dimensions and explain your plans for continued professional development in those areas. Finally, what excites you and engages you about the teaching profession and what challenges do you foresee?

Submit a final paper (with an introduction, sequenced journal entries or other relevant documentation, and a summary statement, protecting the child’s identity by using a pseudonym) for this case study and submit to TaskStream for assessment.

EDE 4941 Case Study: Yourself as a Professional Educator rev.sum.2013

<table>
<thead>
<tr>
<th>Candidate’s</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows minimal or Underdeveloped</td>
<td>Consistent</td>
<td>Advanced</td>
<td>Exceeds</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FL- USFSM COE Candidate Proficiencies (2013)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficiency:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Candidates engage in reflective and ethical practice as educators (Reflective and Ethical Practice).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FL- USFSM COE Tracking Codes (2013)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Code:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate's case study shows awareness of attending to his/her own learning process in becoming aware of changes in his/her attitude.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FL- USFSM COE Candidate Proficiencies (2013)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficiency:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Candidates engage in reflective and ethical practice as educators (Reflective and Ethical Practice).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FL- USFSM COE Tracking Codes (2013)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Code:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidate's case study shows awareness of others through being conscious of diverse perspectives, experiences, and capabilities (cognitive, physical, social, and cultural) of the child.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FL- USFSM COE Candidate Proficiencies (2013)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proficiency:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5a. Candidates construct learning environments that reflect the diversity of experiences, perspectives, and cultures of their students and the larger world (The Learner as an Individual in community).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FL- USFSM COE Tracking Codes (2013)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Code:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The case study shows minimal or little understanding.

<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>little understanding</td>
<td>demonstration of knowledge/skill</td>
<td>demonstration of competencies</td>
<td>expectations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**
**FL- Florida Educator Accomplished Practices (2010)**
**Area:** Quality of Instruction
**Accomplished Practice:**
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

**Indicator:**

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

**FL- USFSM COE Candidate Proficiencies (2013)**
**Proficiency:**
5a. Candidates construct learning environments that reflect the diversity of experiences, perspectives, and cultures of their students and the larger world (The Learner as an Individual in community).

The case study shows the candidate supported and encouraged, the student, promoting student achievement.

Shows minimal or little understanding | Underdeveloped | Consistent demonstration of knowledge/skill | Skilled, independent demonstration of competencies | Exceeds expectations |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill level</td>
<td>Efficiency</td>
<td>Time management</td>
<td>Interaction</td>
<td>Organization</td>
</tr>
</tbody>
</table>

**Standards**
**FL- Florida Educator Accomplished Practices (2010)**
**Area:** Quality of Instruction
**Accomplished Practice:**
3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

**Indicator:**

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;

Candidate maintains professional, ethical conduct, being careful

Shows minimal or little understanding | Underdeveloped | Required a great deal of support | Skilled, independent demonstration of competencies | Exceeds expectations |
|--------------------------------------|---------------|---------------------------------|-------------------------------------------------|---------------------|
not to overstep the bounds of the professional role, or to engender jealousies among other children in the classroom by paying too much attention to this one child.

**Standards**

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

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

**Accomplished Practice:**

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

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

**Proficiency:**

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