



Internship Handbook

Florida SouthWestern State College
School of Education
8099 College Parkway
Fort Myers, FL 33919

THE INTERNSHIP

The final phase of the teacher candidate's program is the **Internship**, or the student-teaching component. It is through the final internship that the teacher candidate receives extensive opportunities to synthesize course content, previous field experiences, and self-assessments to develop effective teaching skills.

Length and/or intensity: Teacher candidates are typically required to complete a 16-week Internship during which time they assume full teaching responsibilities for their assigned classroom. Teacher candidates are required to pass all required portions of the Florida Teacher Certification Exam (FTCE) in order to receive a passing grade for their Internship. The GK and ProEd portions must be passed prior to internship.

Typical setting of the experiences: Teacher candidates are assigned to one school for the entire 16-week period.

Focus and purpose of the experiences: The goal of the internship is to provide opportunities through which the teacher candidate integrates theoretical knowledge from previous education courses and field experiences to demonstrate behaviors specified in the Florida Educator Accomplished Practices (FEAPs). Students assume full teaching responsibility for their assigned class during the internship.

Refinement of the teacher candidate's skills continues during this phase through more frequent and structured performance evaluations. Each teacher candidate is mentored by the classroom teacher in their placement. An intern supervisor from Florida SouthWestern's School of Education will oversee the portfolio process and make at least one site visit.

Teacher candidates are required to progress to a level of mastery as measured by the Preprofessional Florida Educator Accomplished Practices (FEAPs). If the teacher candidate does not make adequate progress towards mastery, in their performance, knowledge, and/or dispositions within the 16 week time frame, there are two possible options. First, the internship phase may be extended beyond the 16 week period. Second, the teacher candidate may be advised that another semester of internship is required to ensure that requisite competencies are demonstrated. At the end of the internship, the final grade will be discussed with the mentor teacher, intern supervisor and teacher candidate. The responsibility for assigning the final grade lies with the intern supervisor.

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TEACHER CANDIDATE RESPONSIBILITIES AND EXPECTATIONS

Welcome to the final phase of your teacher preparation program. Your internship is the culminating experience through which you will integrate theoretical knowledge from previous education courses and field experiences to demonstrate behaviors specified in the Florida Educator Accomplished Practices (FEAPs). As you embark on this important and exciting journey, you will receive professional guidance and support from a Professional Development Team to help you refine your teaching skills so that you are prepared to enter the teaching profession as an *effective, reflective and caring teacher*.

Your Professional Development Team members are your mentor teacher, intern supervisor, field experience coordinator, and faculty steward. Their roles are to:

Mentor Teacher: The mentor teacher will coach and mentor you through the internship semester by facilitating experiences that will allow you to demonstrate competency in each of the FEAP areas. Your mentor teacher will provide you with daily, informal feedback on your performance, and weekly, written feedback on your performance. The purpose of this feedback is to guide you toward achieving milestones in your final internship.



person to whom you should direct any concerns or problems that may arise during the semester.

Field Experience Coordinator: The field experience coordinator facilitates intern placement and serves as a liaison between each school (administrators, mentor teachers) and Florida SouthWestern State College.

Faculty Steward: The Faculty Steward confers with the Professional Development Team and monitor reporting requirements for the FEAP anchor assignments.

Please read the descriptions of the role, responsibilities and major outcomes for the mentor teacher, intern supervisor, field experience coordinator, and faculty steward.

The quality of your internship will be closely related to the relationships you have with the members of your Professional Development Team (PDT). It is important for you to know and adhere to the expectations each member of your PDT has of you. Please review the

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expectations below, keeping in mind that these are minimum expectations. It is your responsibility to discuss these and other expectations with your PDT.

Your mentor teacher expects you to*:

- demonstrate initiative and enthusiasm for student teaching
- be a source of new teaching ideas
- follow the district calendar of teacher duty days (this may not necessarily follow the same calendar as Florida SouthWestern State College)
- be punctual and prepared every day
- notify the mentor teacher about any absence in a timely fashion and follow the school guidelines for reporting the absence
- demonstrate a desire and effort to do the job well
- be open to the ideas and opinions of others
- be receptive to constructive feedback
- dress professionally and have a neat appearance
- demonstrate good communication skills
- demonstrate/exhibit sensitivity to students' feelings
- use accurate grammar, writing and spelling
- give teaching a priority over other activities
- be flexible
- submit lesson plans and other documentation in a timely manner (see course syllabus)
- discuss questions or concerns immediately, before they become a problem
- demonstrate progress towards internship milestones and Preprofessional Florida Educators Accomplished Practices (FEAPs)
- Other: _____

Your intern supervisor expects you to:

- demonstrate all of the above, plus:
- arrive promptly and prepared for all scheduled Professional Development Team meetings
- arrive promptly and prepared for all scheduled internship meetings/activities he/she plans
- show adequate progress toward achieving goals listed on the Professional Development Plan
- submit all assignments listed on the internship syllabus in a timely manner
- demonstrate competency in all FEAP, ESOL, Reading and disposition areas
- attend all Internship scheduled seminars
- email the intern supervisor of absences prior to the scheduled start of the school day in which the absence occurs
- Other: _____

Your field experience coordinator expects you to:

- demonstrate all of the above, plus:
- communicate any placement concerns in a timely and professional manner
- be responsible for documenting your internship placement and hours through the field experience website and through direct contact with the field experience coordinator

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- email the field experience coordinator of absences prior to the scheduled start of the school day in which the absence occurs
- Other: _____

Your faculty steward expects you to:

- demonstrate all of the above, plus:
- attend all steward meetings
- submit all assignments listed on the internship syllabus in a timely manner
- schedule appointment for FEAP Portfolio review in a timely manner
- Other: _____

**expectations were adapted from the University of Kansas Field Experiences Handbook*

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MENTOR TEACHER ROLE, RESPONSIBILITIES AND MAJOR OUTCOMES

Welcome to the School of Education at Florida SouthWestern State College, and thank you for your commitment to facilitating successful and enjoyable internship experiences for our teacher candidates. As teacher candidates embark on this final phase of their teacher preparation program, your professional guidance and support will help them to refine their teaching skills so that they are prepared to enter the teaching profession as *effective, reflective and caring teachers*.

Your Role as the Mentor Teacher is to serve as a member of the intern's Professional Development Team in the capacity of coach and mentor. As such, you are expected to employ the strategies outlined in the State of Florida Clinical Educator Training to facilitate a successful experience for your intern. Other members of the team are the intern, the intern supervisor, field experience coordinator and the faculty steward.



Responsibilities of the Mentor Teacher include:

Providing Leadership to the Intern:

- Welcome the intern to your classroom and school by introducing him/her to your students, principal and other administrators, staff, librarian, custodians, and other school faculty and staff.
- Alert intern to all school wide policies and procedures, and if possible provide them with a copy of the teacher handbook distributed by your school or district.
- Provide a work space for your intern.
- Slowly acclimate the intern to your classroom and teaching by giving him/her responsibilities that increase over time (refer to the *Recommended Sequential Plan for Student Teaching*). The intern should be prepared to teach full days by the sixth week of the internship.

Note:

The Recommended Sequential Plan for Student Teaching is the primary guide to structuring the student teaching experience. Activities are arranged in phases so that the intern assumes teaching responsibilities in a gradually increasing manner. Research supports the gradual induction of the intern into the classroom to ensure a successful experience for the intern and cooperating mentor teacher, and minimum disruption for the students in the classroom. Assumption of full-time teaching (weeks six through thirteen) may be delayed if deemed necessary by the mentor teacher and intern supervisor.

- Participate in all Professional Development Team meetings.
- Take prompt and appropriate action if problems or concerns arise related to an intern's performance or relationship with you, the students, or other school personnel by notifying the intern's intern supervisor.

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Coaching and Mentoring Intern Performance:

- Model effective teaching strategies for the intern and give him/her ample practice to sharpen his/her teaching skills.
- Monitor, record and reinforce major accomplishments made by your intern on the *Benchmark Evaluation* form.
- Review the results of each evaluation with your intern.
- Use various data collection tools while observing the intern to provide feedback towards improvement (physical movement, verbal flow, selective verbatim).
- Conduct three formal observations of the intern to include a pre-conference, post-conference, and written feedback.

Enhancing Intern Performance:

- Assist your intern in identifying, developing and or modifying goals using the *Professional Development Plan* form.
- Monitor progress toward goals listed on the *Professional Development Plan*.
- Provide daily verbal feedback to the intern on his/her performance.
- Provide weekly written feedback to the intern using the *Reflective Journal*.
- Review the intern's lesson plans and provide feedback on how to improve.

Collecting Data:

- Evaluate your intern's performance a *minimum* of two times using the *Benchmark Evaluation* form.
- As stated above, conduct three formal observations of the intern to include a pre-conference, post-conference, and written feedback.
- Collect any other pertinent information you believe will help your intern to improve his/her performance (e.g., monitoring students' time on task during an intern's lesson) and use for professional guidance. (one at mid-term)

Administrative Duties:

- Complete and submit the W-9 form, contract and check request to Field Experience Coordinator early in the semester so that you will receive your well-deserved stipend.

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Major Outcomes

- ✓ Intern is acclimated to school and classroom and has a work space
- ✓ Intern works with individual students and small groups
- ✓ Observation and evaluation conducted
- ✓ Intern teaches small group or mini lesson plan to full class
- ✓ Intern assumes teaching responsibility for class
- ✓ Intern evaluations conducted
- ✓ Professional Development Team meeting held
- ✓ Benchmark Evaluation forms submitted online
- ✓ Pre and Post conference forms submitted to intern supervisor
- ✓ Honorarium received (must submit required paperwork early in the semester)

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INTERN SUPERVISOR ROLE, RESPONSIBILITIES AND MAJOR OUTCOMES

Your Role as the intern supervisor is to serve as the **lead** member of the intern's Professional Development Team. As such, you are expected to employ the strategies outlined in the State of Florida Clinical Educator Training and assist other members of the team in following the strategies. Other members of the team are the intern, the mentor teacher, field experience coordinator and the faculty steward.

Responsibilities of the Intern Supervisor include:

Providing Leadership to the Professional Development Team:

- Coordinate the scheduling of observation(s) and Professional Development Team meetings.
- Conduct professional development for mentor teachers as needed (this may include explaining how to provide feedback to the intern, how the Professional Development Team meeting(s) are conducted, etc.)
- Lead Professional Development Team meeting(s).
- Take prompt and appropriate action if problems or concerns arise related to an intern's performance or relationship with the cooperating classroom teacher, students, or school.
- Collaboratively create/follow-through with an IRP for teacher candidates needing one.
- Collaboratively create/follow-through with a Performance Improvement Plan (PIP) for students needing one.
- Maintain periodic contact with the interns' faculty stewards to keep them informed of their stewards' progress.
- Confer with Professional Development Team and make a recommendation for the final grade.
- Attend all internship seminars and coordinate topics/discussions for interns.
- Schedule group meetings with interns, if desired.

Evaluating Intern Performance:

- Evaluate required syllabus assignments and submit assessment to LiveText in a timely manner.
- Observe interns on their performance at least once.
- Review the results of the benchmark evaluation with each intern and the mentor teacher.

Enhancing Intern Performance:

- Assist interns in identifying and developing goals using the *Professional Development Plan* form.
- Monitor progress toward goals listed on each intern's *Professional Development Plan*.



Collecting Date:

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- Collect all evaluation forms from the Field Experience Coordinator by the 15th week of the internship semester.
- Collect all Professional Development Plans from the intern (at the end of the internship semester).

Administrative Duties:

- Maintain log of communication, classroom visits, and mileage.

| Major Outcomes |
|---|
| ✓ Initial contact with mentor teacher made |
| ✓ Professional Development Team meeting scheduled |
| ✓ Professional Development Team meeting held |
| ✓ Intern observation(s) conducted |
| ✓ Intern evaluations conducted |
| ✓ Data collected |
| ✓ Intern grades submitted |
| ✓ Evaluation of syllabus assignments |

RECOMMENDED SEQUENTIAL PLAN FOR STUDENT TEACHING

Induction into the
Classroom
(Week One)

1. **Observing:** Observe your mentor teacher and take notes on teaching and management techniques. Learn names and pertinent information about the students, class routines, and materials and resources available.
2. **Teaching:** Tutor individual students; teach one phase of a lesson, etc.
3. **Participating:** Assist teacher in collecting papers, checking attendance, organizing groups, etc.
4. **Planning:** Confer with mentor teacher as plans for next week's lessons are developed.
5. **Conferring:** Confer daily with mentor teacher regarding mutual expectations.
6. **Reflecting:** Reflect on weeks' experiences in Reflective Journal.
7. **Reporting:** Submit Reflective Journal to mentor teacher at the end of the week.
8. **Required Assessment:** Professional Development Plan

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Expanding
Responsibilities
(Weeks Two and
Three)

1. **Observing:** Continue observing your mentor teacher and students. If, possible, observe a teacher other than your mentor teacher (always request permission in advance). You may wish to observe:
 - Teachers in the same grade levels
 - Teachers in other grade levels
 - ESOL teachers
 - Support Professionals (guidance, library, etc.)
2. **Teaching:** Increase participation to include one on one instruction, leading small groups, leading center activities, co-teaching, etc. in class or subject for which you will next assume responsibility.
3. **Participating:** Continue and increase participation in activities to include instructional, routine, and supplemental non-teaching activities.
4. **Planning:** Continue conferring with mentor teacher daily in developing plans; assume more responsibility in the development of unit and lesson plans.
5. **Conferring:** Confer daily with mentor teacher for the purpose of planning, coaching, mentoring, and continuously improving.
6. **Reflecting:** Reflect on weeks' experiences in Reflective Journal.
7. **Reporting:** Submit Reflective Journal to Mentor Teacher at the end of the week.

Gradual Induction
(Weeks Four – Five)

1. **Observing:** Continue various types of observation as time permits.
2. **Teaching:** Assume responsibility for teaching two-three class periods or two-three subjects.
3. **Participating:** Continue participating in all areas of the teacher's responsibility.
4. **Planning:** Plan as necessary for increased teaching responsibility.
5. **Conferring:** Continue daily conferring with mentor teacher.
6. **Reflecting:** Continue reflecting on weekly experiences in Reflective Journal.
7. **Reporting:** Submit Reflective Journal to mentor teacher at the end of each week.

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Full-time Teaching (Weeks Six – Thirteen)

1. **Observing:** Decrease observations as teaching responsibilities increase.
2. **Teaching:** Assume full schedule of teaching during these weeks. The mentor teacher should be readily accessible for coaching and mentoring as needed, but should allow for independent teaching and management of the classroom.
3. **Participating:** Participate in classroom and school-based activities as necessary for teaching responsibilities, to include parent contact as supervised by mentor teacher. Assume all duties that are expected of a first year teacher except in legal areas (e.g., signing IEPs)
4. **Planning:** Plan independently, but review plans (per mentor teacher's specifications) to mentor teacher for review one week prior to implementation.
5. **Conferring:** Continue daily conferring with mentor teacher. Invite the principal and/or assistant principal to observe you teach.
6. **Reflecting:** Continue reflecting on weekly experiences in Reflective Journal.
7. **Reporting:** Submit Reflective Journal to mentor teacher at the end of each week.

Wrap-up (Weeks Fourteen – Sixteen)

1. **Observing:** As teaching responsibilities decrease, observe teachers in other classrooms. Visit other schools, if arrangements can be made.
2. **Teaching:** Gradually decrease teaching responsibilities so that the mentor teacher resumes full-time role in classroom by the end of the fifteenth week.
3. **Participation:** Attend school-wide meetings, if available, and assist mentor teacher as needed.
4. **Planning:** Prepare plans to show transition of teaching responsibilities back to mentor teacher.
5. **Conferring:** Continue daily conferring with mentor teacher. Meet with other members of the school (e.g., principal, librarian, etc.)
6. **Reflecting:** Continue reflecting on weekly experiences in Reflective Journal.
7. **Reporting:** Submit Reflective Journal to mentor teacher at the end of each week.
8. **Pre-graduation Check Off Requirements:** Critical Tasks to include FEAPs portfolio; *ESOL portfolio; *Reading portfolio

Note:

The Recommended Sequential Plan for Student Teaching is the primary guide to structuring the student teaching experience. Activities are arranged in phases so that the intern assumes teaching responsibilities in a gradually increasing manner. Research supports the gradual

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induction of the intern into the classroom to ensure a successful experience for the intern and mentor teacher, and minimum disruption for the students in the classroom. Assumption of full-time teaching (weeks six through thirteen) may be delayed if deemed necessary by the mentor teacher and intern supervisor; however, it should not occur any sooner than the fourth week.

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School of Education Benchmark Teacher Candidate Teaching Evaluation

Name
School
Form Completed By
Position/Title

Date
Grade Level
Phone
email

Benchmark Teacher Candidate Teaching Evaluation

candidate up to the point of this evaluation.

E Exceeds Expectations An area where the teacher candidate has shown exemplary ability. The

teacher candidate performs the task extremely well without assistance.

ME Meets Expectations The teacher candidate has demonstrated the skill consistently and effectively. The teacher candidate is capable of functioning independently with success.

NL Needs to Learn The student has made progress, but does not exhibit consistent success. This

teacher candidate performs well with adequate support.

U Unsatisfactory The teacher candidate has not performed with success. This student has difficulties functioning independently or shows a lack of willingness to make improvements.

| I. Classroom Management and Organization | E | ME | N L | U |
|---|---|----|--------|---|
| A. Sets goals that reflect developmentally appropriate expectations | | | | |
| B. Selects teaching methods that are appropriate for the developmental level of students | | | | |
| C. Adapts lessons and assignments to meet the needs of a range of students with varying abilities | | | | |
| D. Uses a variety of teaching methods/strategies to reach different types of learners | | | | |
| E. Manages students' behavior through a variety of effective techniques | | | | |
| F. Anticipates situations and redirects behaviors | | | | |
| G. Creates a learning environment in which students are encouraged to assume responsibility | | | | |

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| H. Plans for smooth transitions | | | | |
| I. Keeps materials and lessons organized | | | | |
| J. Is prepared for classroom activities so that the focus of classroom time is on instruction, learning, and the students | | | | |
| K. Utilizes daily, weekly, and long-term planning | | | | |
| L. Provides students with timely feedback | | | | |
| M. Creates a climate of warmth and acceptance | | | | |
| II. Professionalism Disposition | E | ME | N | U |
| A. Enthusiasm: Exhibits an enthusiasm for teaching that sparks curiosity and a love of learning | | | | |
| B. Attendance and punctuality: Exhibits dependable attendance and punctuality | | | | |
| C. Confidence: Demonstrates confidence when working with students, staff, and parents | | | | |
| D. Dependability: Willingly completes tasks in a timely manner | | | | |
| E. Initiative: Indicates a willingness to undertake tasks independently | | | | |
| F. Equity: Believes every child can learn | | | | |
| G. Communication: Communicates effectively with parents or guardians and develops ways to involve them | | | | |
| H. Involvement: Seeks opportunities to grow professionally both inside and outside the school setting | | | | |
| I. Empathy: Responds to the feelings/needs of others, demonstrates tact/compassion for students, families, peers | | | | |
| J. Appearance: Is appropriately dressed and well groomed | | | | |
| K. Cooperation: Works effectively with classroom supervising teacher, | | | | |

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| university supervisor, and colleagues | | | | |
| L. Fairness: Treats all children the same regardless of socioeconomic status, color, race national origin, or disability | | | | |
| III. Pedagogical Performance | E | ME | N L | U |
| A. Motivates student to want to learn | | | | |
| B. Stimulates students' natural curiosity | | | | |
| C. Encourages students to understand, question, and interpret ideas from diverse perspectives | | | | |
| D. Follows a logical order and sequence during lessons | | | | |
| E. Ties new materials to previous learning | | | | |
| F. Communicates clearly with students | | | | |
| G. Engages students with active listening strategies to maintain attention during instruction | | | | |
| H. Incorporates a variety of instructional materials including instructional technology into the curriculum | | | | |
| I. Displays a strong knowledge base of the subject matter | | | | |
| J. Relates learning to current problems and events | | | | |
| K. Engages students in active learning experiences | | | | |
| L. Effectively uses instructional time | | | | |
| M. Demonstrates the ability to integrate subject areas | | | | |
| N. Develops creative and stimulating lessons | | | | |
| O. Adapts instruction for special needs students during learning activities | | | | |
| P. Develops or chooses lessons and activities that are age appropriate | | | | |

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| Q. Instruction responds to diversity issues and to cultural differences | | | | |
| R. Avoids gender stereotyping and gender segregated activities | | | | |
| S. Lesson and activities created are free from bias; gender, racial, etc. | | | | |
| T. Utilizes different modes of pedagogical instruction: Cooperative learning, direct teaching, differentiated learning, deep teaching | | | | |
| IV. Evaluation | E | ME | N L | U |
| A. Uses appropriate assessment strategies to evaluate and ensure continuous learner progress | | | | |
| B. Uses appropriate assessment throughout lesson to evaluate student learning | | | | |
| C. Uses appropriate evaluation techniques to assess student learning at the end of lessons and units | | | | |
| D. Provides closure that focuses on the main concepts at the end of lessons | | | | |
| E. Allows students the opportunity to use self-assessment to improve their own learning | | | | |
| F. Maintains useful records of student work and performance | | | | |
| G. Effectively informs students' about their progress | | | | |
| H. Effectively communicates student progress to parents or guardians | | | | |
| I. Values students' misconceptions as opportunities for learning rather than mistakes to be corrected | | | | |
| J. Accepts constructive criticism and implements suggestions for improving instructional performance | | | | |
| K. Utilizes self-assessment as a basis for professional growth | | | | |
| V. Comments | | | | |

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Signature of Evaluator:

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COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

EDE 4940 – Internship in Elementary Education

12 Credits

This course requires teacher candidates to lead instruction in an area K-6 classroom under the supervision of a trained clinical educator. Guided by the Florida Educator Accomplished Practices, ESOL Performance Standards, ESOL K-12 Competencies and Skills, and Reading Endorsement Competencies, teacher candidates will write lesson plans, choose materials, conduct lessons, and manage student behavior during one semester of full day internship. Over the course of the internship, teacher candidates will conduct systematic inquiry about their work with children in K-6 school settings and continually revise their classroom instruction and management through a cycle of reflective practice. The teacher candidates will also participate in a series of required mandatory seminars at Florida SouthWestern State College.

II. PREREQUISITES FOR THE COURSE:

Successful completion of all other coursework in the B.S. in Elementary Education program of studies.

III. GENERAL COURSE INFORMATION:

- Final Internship
- Instructional Resources, Materials and Tools
- Formal and Informal Assessments
- Curriculum Integration
- Inclusive strategies for diverse learners including students with exceptionalities and English Language Learners (ELLs)

IV. LEARNING OUTCOMES AND ASSESSMENT:

At the conclusion of this course, teacher candidates will be able to demonstrate competency of pertinent state and national standards, and course objectives.

| LEARNING OUTCOMES | ASSESSMENT |
|--|---|
| The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach in a K-6 setting, demonstrating proficiency at the preprofessional level as defined by the Florida Educator Accomplished Practices. | Final Internship Showcase Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher |
| The teacher candidate will integrate theoretical knowledge from previous | ESOL Capstone Project |

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| education courses and field experience to teach ELLs in the K-6 setting, demonstrating proficiency as defined by the ESOL Performance Standards and ESOL K-12 Competencies and Skills. | |
| The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach reading and literacy in the K-6 setting, demonstrating proficiency as defined by the Florida Reading Endorsement Competencies. | Reading Capstone Project |
| The teacher candidate will document continued growth and development through systematic reflective practice. | Reflective Journal: Final Internship |
| The teacher candidate will apply practices and behaviors specified at the preprofessional level of the Florida Educator Accomplished Practices. | Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher |
| The teacher candidate will evaluate the Florida Educator Accomplished Practices and self-reflect for future planning and professional development. | Professional Development Plan |
| The teacher candidate will analyze the impact of their teaching on student learning. | Student Learning Assessment Project |

Specific Course Competencies:

Critical Task Assignments and/or Assessments

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC- Florida Subject Area Competencies and Skills (EE- Elementary Education)

FEAP- Florida Educator Accomplished Practices

ESOL- English Speaker of Other Languages

PEC- Professional Education Competencies

** The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

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| Course | FSAC | Critical Tasks | FEAP/ PEC | Reading | ESOL Performance Standards | ESOL k-12 Competencies |
|--|------|---|----------------------------------|---|--|---------------------------|
| EDE 4940 Internship in Elementary Education | | Impact on Student Learning Assessment Project | 1.d 4.a | | 19.3 | 9 |
| | | Final Internship Showcase | 1-14 | | 4.2, 14.3, 16.2 | 3, 6 |
| | | ESOL Capstone Project | 1.a 5.b 8.a 9.d 10.b | | 1, 4.2, 8.2, 8.3, 8.4, 8.5, 9.4, 9.5, 11.5, 12.1, 12.2, 14.3, 16.2, 17.3, 18.4, 21.2 | 4, 6 |
| | | Reading Capstone Project | 1.c 3.c 8.c 9.d | 5.4,5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.12 | 17.3 | 1, 2 |
| | | Professional Development Plan | 1-14 | | | |
| | | Reflective Journal: Final Internship | 1.c 2.d 3.b 8.d | | | |

Relationship of Course to Program Goals and National Specialized Program Association Standards:

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6,

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Secondary Biology or Mathematics. This program complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children’s Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

V. DISTRICT-WIDE POLICIES

Programs for Students with Disabilities

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the college’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

| | | |
|--------------------|-------------------------|----------------|
| Lee Campus | Taeni Hall S-116A | (239) 489-9427 |
| Charlotte Campus | Student Services SS-101 | (941) 637-5626 |
| Collier Campus | Admin. Bldg. A-116 | (239) 732-3918 |
| Hendry/Glades Ctr. | LaBelle H.S. | (863) 674-0408 |

VI. REQUIREMENTS FOR THE STUDENTS: List specific course assessments, such as class participation, tests, homework assignments, make-up procedures, etc.

Final Internship Showcase - The purpose of this assignment is for teacher candidates to meet the expectations of the Florida Educator Accomplished Practices (FEAPs) at the preprofessional level as well as demonstrate a commitment to standards-based instruction. It is also an opportunity for teacher candidates to reflect on their teaching and learning accomplishments in the context of the final internship. Over the course of the final internship, teacher candidates will collect teaching and learning artifacts (e.g. lesson plans, activities, student work, digital photographs of learning centers, records of parent-teacher conferences, etc.). Towards the end of the final internship, each teacher candidate will create a portfolio showcase demonstrating their accomplishments. The teacher candidate will organize the showcase according to the twelve FEAPs. The teacher candidate will be responsible for choosing one “showcase” teaching and learning artifact for each FEAP. Teacher candidates are encouraged to be creative in

FLORIDA SOUTHWESTERN STATE COLLEGE

choosing and presenting the artifacts. To introduce each artifact, the teacher candidate will provide a one-page description of the artifact that discusses how it demonstrates accomplishment of the intended FEAP, and reflects on the teaching and learning implications of the experience.

ESOL Capstone Project - The purpose of this assignment is for teacher candidates to meet the expectations of the ESOL Performance Indicators and ESOL K-12 Competencies and Skills. It is also an opportunity for teacher candidates to gain experience working with English language learners (ELLs) in mainstream classrooms within the guidelines of the Florida Consent Decree. Teacher candidates will be responsible for adapting content-based grade level appropriate curriculum for ELLs, while also employing standards-based methodology to promote English language development. Using the Student Oral Language Observation Matrix (SOLOM), the teacher candidates will engage in an informal assessment with an ELL at two points during the internship. The teacher candidates will develop content-based activities to develop the ELL's comprehension, fluency, vocabulary, pronunciation and grammar. The teacher candidate will create a portfolio to demonstrate teaching and learning activities for the ELL.

Reading Capstone Project - During final internship teacher candidates will administer the DAR or ERDA, analyze the data, plan appropriate reading instruction with mentor teacher in areas of phonemic awareness, phonics skills, word recognition skills, vocabulary, comprehension, metacognitive awareness, critical thinking, and content-area reading skills. Teacher candidates will monitor student progress, differentiate instruction, and create language-rich and print-rich environments for the students based on the data gathered from ongoing progress monitoring assessments and informal assessments. Teacher candidates will collect artifacts of reading teaching and learning (including lesson plans with three tiers of activities, video clips, photographs of print-rich environments) and create a portfolio aligned with Florida's Reading Endorsement Competency Matrix to meet the expectations of standards-based reading instruction.

Reflective Journal: Final Internship – The purpose of this assignment is for teacher candidates to become reflective practitioners during their internship. Weekly, they will journal and document their successes, challenges and questions. They will share their journal with their mentor teacher as a means for critical dialogue to occur between the two. The compilation of all of the journals will represent growth over the internship and chronicle the teacher candidate's experience. Teacher candidates will use the journal format provided. Additionally these journals will be shared during the seminar sessions that coincide with the final internship.

Professional Development Plan – Using the reflective journals, final internship portfolio, feedback from mentor teacher, college instructors, faculty steward and the FEAP guidelines, teacher candidates will create a professional development plan. Teacher candidates should make sure that they set goals which are realistic and measurable. The format will be provided. This plan will be shared in the final internship seminar.

FLORIDA SOUTHWESTERN STATE COLLEGE

Impact on Student Learning Assessment Project - During the final internship teacher candidates will choose a chapter or lesson to pre and post test students on to measure the specific learning in each of the core curricula areas: language arts, math, science and social studies. The chapter or lesson should be one in which the teacher candidate will be conducting most of the teaching. Scores will be recorded and a graph will be created to visually show the amount of growth for each students. Teacher candidates will also choose one of the subject areas to break the data out and analyze it for students with an English Language Learner (ELL) Plan or students with an Individual Education Plan (IEP). A narrative reflection should be included to summarize the teacher candidate's interpretation of the learning and their impact on both individual and class growth. Teacher candidates will be encouraged to find appropriate means to also measure their impact on student learning in health, recreation, art, music and movement.

VII. ATTENDANCE POLICY:

After three unexcused classroom hours, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each unexcused absence thereafter will result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Discipline Chair of Education and may be forwarded on to the Education Review Committee, if necessary.

VIII. GRADING POLICY: Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| | | |
|----------|---|---|
| 90 – 100 | = | A |
| 80 – 89 | = | B |
| 79 – 70 | = | C |
| 60 – 69 | = | D |
| Below 60 | = | F |

*** All Critical Tasks must be passed with a 75% or better. (Please include this statement in your syllabus.)**

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete" grades.)

IX. REQUIRED COURSE MATERIALS: (in correct bibliographic format)

X. RESERVED MATERIALS FOR THE COURSE: Other special learning resources.

XI. CLASS SCHEDULE: This section includes assignments for each class meeting or unit, along with

FLORIDA SOUTHWESTERN STATE COLLEGE

scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

IMPORTANT: Please be sure class schedule includes all Critical Task assignments.

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES

Recommended Resources:

Reading Rockets Webcast: Assessment: On Track for Reading Success. This video addresses how assessment can be used to lead students to reading success. It includes a PowerPoint presentation for the topic.

A.Word.A.Day (AWAD): www.wordsmith.org/awad

Teacher candidates are encouraged to subscribe to this Web site so that they may receive daily vocabulary enrichment ideas via e-mail.

Critical Task Revision Policy: All FEAP assignments must be completed with a 75% or better in order to graduate. Any assignment receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on October 15th, the assignment must be resubmitted by October 29th. All FEAP assignments in related course work must be successfully completed with 75% or better prior to final internship. Revising a FEAP assignment may not necessarily result in a change in the course grade.

11/08

FLORIDA SOUTHWESTERN STATE COLLEGE

COMMON COURSE SYLLABUS

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

SCE 4940 – Internship in Secondary Education with Biology Emphasis-BS-12 Credits

This course requires teacher candidates to lead instruction in an area 6-12 science classroom under the supervision of a trained clinical educator. Guided by the Florida Educator Accomplished Practices, ESOL Performance Standards, and ESOL K-12 Competencies and Skills, teacher candidates will write lesson plans, choose materials, conduct lessons, and manage student behavior during one semester of full day internship. Over the course of the internship, teacher candidates will conduct systematic inquiry about their work with children in 6-12 school settings and continually revise their classroom instruction and management through a cycle of reflective practice. Teacher candidates will participate in a series of required mandatory seminars at Florida SouthWestern State College.

II. PREREQUISITES FOR THE COURSE:

Successful completion of all other coursework in the B.S. in Secondary Education Biology program of studies and/or permission from the Associate Dean of Education.

III. GENERAL COURSE INFORMATION:

- Final Internship
- Instructional Resources, Materials and Tools
- Formal and Informal Assessments
- Curriculum creation and delivery
- Inclusive strategies for diverse learners including students with exceptionalities and English Language Learners (ELLs)

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

FLORIDA SOUTHWESTERN STATE COLLEGE

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

| LEARNING OUTCOMES | ASSESSMENT | General Education Competencies |
|--|--|---------------------------------------|
| The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach in a 6-12 setting, demonstrating proficiency at the preprofessional level as defined by the Florida Educator Accomplished Practices. | Final Internship Portfolio Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher | |
| The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach ELLs in the 6-12 setting, demonstrating proficiency as defined by the ESOL Performance Standards and ESOL K-12 Competencies and Skills. | Final Internship Portfolio ESOL Assessment Project | |
| The teacher candidate will cite and analyze evidence of continued growth and development through systematic reflective practice. | Reflective Journal: Final Internship | |
| The teacher candidate will apply concepts, practices, and behaviors specified at the preprofessional level of the Florida Educator Accomplished Practices to their teaching experiences. | Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher | |
| The teacher candidate will evaluate the Florida Educator Accomplished Practices and self-reflect for future planning and professional development. | Professional Development Plan | |
| The teacher candidate will analyze the impact of their teaching on student learning. | Student Learning Assessment Project | |

ADDITIONAL COURSE COMPETENCIES:

FLORIDA SOUTHWESTERN STATE COLLEGE

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

Teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional and Subject Area Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC- Florida Subject Area Competencies and Skills (EE- Elementary Education)

FEAP- Florida Educator Accomplished Practices

ESOL- English Speaker of Other Languages

PEC- Professional Education Competencies

** The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

| Course | FSAC | Critical Tasks | FEAP/ PEC | Reading | ESOL Performance Standards | ESOL k-12 Competencies |
|---|------|---|--------------------------|---------|----------------------------------|---------------------------|
| SCE 4940 Internship in Secondary Education with Biology Emphasis | | Impact on Student Learning Assessment Project | 1.d 4.a | | 19.3 | 9 |
| | | Final Internship Portfolio | 1-14 | | 4.2, 14.3, 16.2 | 3, 6 |
| | | Professional Development Plan | 1-14 | | | |
| | | Reflective Journal: Final Internship | 1.c 2.d 3.b 8.d | | | |

Relationship of course to Program Goals and National Specialized Program Association Standards:

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator

FLORIDA SOUTHWESTERN STATE COLLEGE

Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children’s Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

V. DISTRICT-WIDE POLICIES

Programs for Students with Disabilities

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the college’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

| | | |
|--------------------|-------------------------|----------------|
| Lee Campus | Taeni Hall S-116A | (239) 489-9427 |
| Charlotte Campus | Student Services SS-101 | (941) 637-5626 |
| Collier Campus | Admin. Bldg. A-116 | (239) 732-3918 |
| Hendry/Glades Ctr. | LaBelle H.S. | (863) 674-0408 |

VI. REQUIREMENTS FOR THE STUDENTS:

Final Internship Portfolio - The purpose of this assignment is for teacher candidates to meet the expectations of the Florida Educator Accomplished Practices (FEAPs) at the preprofessional level as well as demonstrate a commitment to standards-based instruction. It is also an opportunity for teacher candidates to reflect on their teaching and learning accomplishments in the context of the final internship. Over the course of the final internship, teacher candidates will collect teaching and learning artifacts (e.g. lesson plans, activities, student work, digital photographs of learning centers, records of parent-teacher conferences, etc.). Towards the end of the final internship, each teacher candidate will create a portfolio demonstrating their accomplishments. The teacher candidate will organize the portfolio according to the twelve FEAPs. The teacher candidate will be responsible for choosing one “showcase” teaching and learning artifact for each FEAP. Teacher candidates are encouraged to be creative in choosing and presenting the artifacts. To introduce each artifact, the teacher candidate will provide a one-page description of the artifact that discusses how it demonstrates accomplishment of the intended FEAP, and reflects on the teaching and learning implications of the experience.

FLORIDA SOUTHWESTERN STATE COLLEGE

ESOL Assessment Project - The purpose of this assignment is for teacher candidates to demonstrate an understanding of English language development and its role in content area comprehension and content area literacy development. It is also an opportunity for teacher candidates to gain experience working with English language learners (ELLs) in mainstream classrooms within the guidelines of the Florida Consent Decree. Teacher candidates will be responsible for adapting mathematics content-based grade level appropriate curriculum for ELLs, while also employing standards-based methodology to promote English language development. Using the Student Oral Language Observation Matrix (SOLOM), the teacher candidates will engage in an informal assessment with an ELL at two points during the internship. The teacher candidates will develop one content-based science activity to develop the ELL's comprehension, fluency, vocabulary, pronunciation or grammar. The teacher candidate will write a one page description of the activity and give a brief presentation of the activity in seminar.

Reflective Journal: Final Internship – The purpose of this assignment is for teacher candidates to become reflective practitioners during their internship. Weekly, they will journal and document their successes, challenges and questions. They will share their journal with their mentor teacher as a means for critical dialogue to occur between the two. The compilation of all of the journals will represent growth over the internship and chronicle the teacher candidate's experience. Teacher candidates will use the journal format provided. Additionally, these journals will be shared during the seminar sessions that coincide with the final internship.

Professional Development Plan – Using the reflective journals, final internship portfolio, feedback from mentor teacher, college instructors, and the FEAP guidelines, teacher candidates will create a professional development plan. Teacher candidates will set goals which are realistic and measurable. The format will be provided. This plan will be shared in the final internship seminar.

Impact on Student Learning Assessment Project - During the final internship, teacher candidates will choose a chapter or lesson to pre and post test students on to measure the specific learning in science. The chapter or lesson should be one in which the teacher candidate will be conducting most of the teaching. Scores will be recorded and a graph will be created to visually show the amount of growth for each student. Teacher candidates will also break the data out and analyze it for students with an English Language Learner (ELL) Plan or students with an Individual Education Plan (IEP). A narrative reflection should be included to summarize the teacher candidate's interpretation of the learning and their impact on both individual and class growth. Teacher candidates should include rationale for how they will use the data to inform future instruction within a similar content area.

VII. ATTENDANCE POLICY:

FLORIDA SOUTHWESTERN STATE COLLEGE

After four classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Associate Dean of Education and may be forwarded on to the Education Review Committee, if necessary.

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| | | |
|----------|---|---|
| 90 – 100 | = | A |
| 80 – 89 | = | B |
| 70 – 79 | = | C |
| 60 – 69 | = | D |
| Below 60 | = | F |

Assignment due dates are firm. Any tardy assignments will receive a 10% deduction from the earned score for every day late.

** All Critical Tasks must be passed with a 75% or better. (Please include this statement in your syllabus.)*

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete” grades.)

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE

XI. CLASS SCHEDULE:

See attached schedule.

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

Critical Task Revision Policy: All Critical Task assignments must be completed with a 75% or better in order to graduate. Any Critical Task receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on October 15th, the assignment must be resubmitted by October 29th. All Critical Tasks must be successfully

FLORIDA SOUTHWESTERN STATE COLLEGE

completed with 75% or better prior to final internship. Revising a Critical Task may not necessarily result in a change to the course grade.

FLORIDA SOUTHWESTERN STATE COLLEGE

School of Education

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

MAE 4940 – Internship in Secondary Education with Mathematics Emphasis-BS- 12 Credits

This course requires teacher candidates to lead instruction in an area 6-12 mathematics classroom under the supervision of a trained clinical educator. Guided by the Florida Educator Accomplished Practices, ESOL Performance Standards, and ESOL K-12 Competencies and Skills, teacher candidates will write lesson plans, choose materials, conduct lessons, and manage student behavior during one semester of full day internship. Over the course of the internship, teacher candidates will conduct systematic inquiry about their work with children in 6-12 school settings and continually revise their classroom instruction and management through a cycle of reflective practice. The teacher candidates will also participate in a series of required mandatory seminars at Florida SouthWestern State College.

II. PREREQUISITES FOR THE COURSE:

Successful completion of all other coursework in the B.S. in Secondary Education Mathematics program of studies and/or permission from the Associate Dean of Education.

III. GENERAL COURSE INFORMATION:

- Final Internship
- Instructional Resources, Materials and Tools
- Formal and Informal Assessments
- Curriculum creation and delivery
- Inclusive strategies for diverse learners including students with exceptionalities and English Language Learners (ELLs)

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

FLORIDA SOUTHWESTERN STATE COLLEGE

School of Education

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

| LEARNING OUTCOMES | ASSESSMENT | General Education Competencies |
|--|--|--------------------------------|
| The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach in a 6-12 setting, demonstrating proficiency at the preprofessional level as defined by the Florida Educator Accomplished Practices. | Final Internship Portfolio Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher | |
| The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach ELLs in the 6-12 setting, demonstrating proficiency as defined by the ESOL Performance Standards and ESOL K-12 Competencies and Skills. | Final Internship Portfolio ESOL Assessment Project | |
| The teacher candidate will cite and analyze evidence of continued growth and development through systematic reflective practice. | Reflective Journal: Final Internship | |
| The teacher candidate will apply concepts, practices, and behaviors specified at the preprofessional level of the Florida Educator Accomplished Practices to their teaching experiences. | Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher | |
| The teacher candidate will evaluate the Florida Educator Accomplished Practices and self-reflect for future planning and professional development. | Professional Development Plan | |
| The teacher candidate will analyze the impact of their teaching on student learning. | Student Learning Assessment Project | |

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

FLORIDA SOUTHWESTERN STATE COLLEGE

School of Education

Teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional and Subject Area Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC- Florida Subject Area Competencies and Skills (EE- Elementary Education)

FEAP- Florida Educator Accomplished Practices

ESOL- English Speaker of Other Languages

PEC- Professional Education Competencies

** The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

| Course | FSAC | Critical Tasks | FEAP/ PEC | Reading | ESOL Performance Standards | ESOL k-12 Competencies |
|---|------|---|--------------------------|---------|----------------------------------|---------------------------|
| MAE 4940 Internship in Secondary Education with Mathematics Emphasis | | Impact on Student Learning Assessment Project | 1.d 4.a | | 19.3 | 9 |
| | | Final Internship Portfolio | 1-14 | | 4.2, 14.3, 16.2 | 3, 6 |
| | | Professional Development Plan | 1-14 | | | |
| | | Reflective Journal: Final Internship | 1.c 2.d 3.b 8.d | | | |

Relationship of course to Program Goals and National Specialized Program Association Standards:

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children’s Education International. Standards for the English Language Arts are based on the National Council of Teachers of

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School of Education

English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

V. DISTRICT-WIDE POLICIES

Programs for Students with Disabilities

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

| | | |
|--------------------|-------------------------|----------------|
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| Charlotte Campus | Student Services SS-101 | (941) 637-5626 |
| Collier Campus | Admin. Bldg. A-116 | (239) 732-3918 |
| Hendry/Glades Ctr. | LaBelle H.S. | (863) 674-0408 |

VI. REQUIREMENTS FOR THE STUDENTS:

Final Internship Portfolio - The purpose of this assignment is for teacher candidates to meet the expectations of the Florida Educator Accomplished Practices (FEAPs) at the preprofessional level as well as demonstrate a commitment to standards-based instruction. It is also an opportunity for teacher candidates to reflect on their teaching and learning accomplishments in the context of the final internship. Over the course of the final internship, teacher candidates will collect teaching and learning artifacts (e.g. lesson plans, activities, student work, digital photographs of learning centers, records of parent-teacher conferences, etc.). Towards the end of the final internship, each teacher candidate will create a portfolio demonstrating their accomplishments. The teacher candidate will organize the portfolio according to the twelve FEAPs. The teacher candidate will be responsible for choosing one "showcase" teaching and learning artifact for each FEAP. Teacher candidates are encouraged to be creative in choosing and presenting the artifacts. To introduce each artifact, the teacher candidate will provide a one-page description of the artifact that discusses how it demonstrates accomplishment of the intended FEAP, and reflects on the teaching and learning implications of the experience.

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FLORIDA SOUTHWESTERN STATE COLLEGE

School of Education

candidates will engage in an informal assessment with an ELL at two points during the internship. The teacher candidates will develop one content-based mathematics activity to develop the ELL's comprehension, fluency, vocabulary, pronunciation or grammar. The teacher candidate will write a one page description of the activity and give a brief presentation of the activity in seminar.

Reflective Journal: Final Internship – The purpose of this assignment is for teacher candidates to become reflective practitioners during their internship. Weekly, they will journal and document their successes, challenges and questions. They will share their journal with their mentor teacher as a means for critical dialogue to occur between the two. The compilation of all of the journals will represent growth over the internship and chronicle the teacher candidate's experience. Teacher candidates will use the journal format provided. Additionally these journals will be shared during the seminar sessions that coincide with the final internship.

Professional Development Plan – Using the reflective journals, final internship portfolio, feedback from mentor teacher, college instructors, and the FEAP guidelines, teacher candidates will create a professional development plan. Teacher candidates will set goals which are realistic and measurable. The format will be provided. This plan will be shared in the final internship seminar.

Impact on Student Learning Assessment Project - During the final internship teacher candidates will choose a chapter or lesson to pre and post test students on to measure the specific learning in mathematics. The chapter or lesson should be one in which the teacher candidate will be conducting most of the teaching. Scores will be recorded and a graph will be created to visually show the amount of growth for each students. Teacher candidates will also break the data out and analyze it for students with an English Language Learner (ELL) Plan or students with an Individual Education Plan (IEP). A narrative reflection should be included to summarize the teacher candidate's interpretation of the learning and their impact on both individual and class growth. Teacher candidates should include rationale for how they will use the data to inform future instruction within a similar content area.

VII. ATTENDANCE POLICY:

After four classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Associate Dean of Education and may be forwarded on to the Education Review Committee, if necessary.

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 – 100 = A

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School of Education

| | | |
|----------|---|---|
| 80 – 89 | = | B |
| 70 – 79 | = | C |
| 60 – 69 | = | D |
| Below 60 | = | F |

Assignment due dates are firm. Any tardy assignments will receive a 10% deduction from the earned score for every day late.

**** All Critical Tasks must be passed with a 75% or better. (Please include this statement in your syllabus.)***

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete” grades.)

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE

XI. CLASS SCHEDULE:

See attached schedule.

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

Critical Task Revision Policy: All Critical Task assignments must be completed with a 75% or better in order to graduate. Any Critical Task receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on October 15th, the assignment must be resubmitted by October 29th. All Critical Tasks must be successfully completed with 75% or better prior to final internship. Revising a Critical Task may not necessarily result in a change to the course grade.