***COLLEGE OF EDUCATION***

***COURSE SYLLABUS***

*The College of Education CARE’s – The College of Education is dedicated to the ideals of* ***C****ollaboration,* ***A****cademic Excellence,* ***R****esearch, and* ***E****thics/diversity.  These are key tenets in the Conceptual Framework of the College of Education.  Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit:* [*www.coedu.usf.edu/main/qualityassurance/ncate\_visit\_info\_materials.htm*](http://www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.htm)

The Elementary Education Program is a collaboratively developed elementary teacher education program delivered within a partnership with Hillsborough County Public Schools.  The program is characterized by a high degree of coherence due to the ability to provide intensive and cohesive coursework and fieldwork opportunities to Residents and their Collaborating Teachers.  The partnership uses the 4 I’s to conceptually guide the program:

|  |  |  |
| --- | --- | --- |
| · | Inquiry - | Effective teachers make use of multiple forms of data to make  systematic and intentional study a part of their teaching practice. |
| · | Integration - | Effective teachers know how to integrate content, including reading  and writing across the curriculum.  Effective teachers connect theory  and practice. |
| · | Inclusion - | Effective teachers understand issues of equity and know how to  differentiate curriculum and instruction to accommodate diverse  students. |
| · | Innovation **-** | Effective teachers cultivate curiosity and creativity as well as advance |
|  |  | teaching and learning through the use of technology. |

**COURSE PREFIX AND NUMBER:**  EDE 4942

**COURSE TITLE:**  Level II Field Experience

**INSTRUCTORS:**

|  |  |
| --- | --- |
| Dr. Danielle Dennis  Cell (813) 579-7780  [dennis@usf.edu](mailto:rebeccaburns@usf.edu) | Mrs. Celeste Humphreys  Cell (813) 360-6410  chaddock@mail.usf.edu |
| Mrs. Wendy Baker  Cell (813) 431-7239  [webaker@mail.usf.edu](mailto:webaker@mail.usf.edu) | Dr. Marc Summa  Cell (813) 230-9272  summam@mail.usf.edu |

**COURSE PREREQUISITES:**  Successful completion of **Fall 2016** Residency Courses.

**COURSE DESCRIPTION:**  **EDE 4942** is an extremely important experience in your lifelong journey to become an effective teacher. This internship allows you to build on the knowledge, skills, and dispositions you began during **EDE 4941** and it provides an opportunity for you to integrate concepts, theories and ideas across the various courses you are experiencing this semester as well as your previous course work. This course is designed to engage you in a process of inquiry focused on questions that will help you to become a better student of teaching and eventually a better teacher as well. During the course of the semester, you will have the opportunity to observe, engage in classroom activities, co-teach lessons, and reflect on experiences under the supervision of your collaborating teacher and PRT. You will develop the ability to think more deeply about teaching and learning as you work together with collaborating teachers, PRTs, and fellow residents.

**COURSE HOURS/TIMES:**

*The following is our regular course schedule beginning the Week of January 9th:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 7:30 – 8:00 |  | **EDE 4942** | **EDE 4942** | **EDE 4942** |  |
| 8:00 – 8:30 | **RED 4276** | *Field Exp.* | *Field Exp.* | *Field Exp.* | **EDE 4301** |
| 8:30 – 9:00 | Pizzo Rm 203 | (7:30 - 11:30) | (7:30 - 11:00) | (7:30 - 3:30) | Pizzo Rm 203 |
| 9:00 – 9:30 | (8:00 - 10:45) |  |  |  | (8:00 - 10:45) |
| 9:30 – 10:00 |  |  |  |  |  |
| 10:00 – 10:30 |  |  |  |  |  |
| 10:30 – 11:00 |  |  |  |  |  |
| 11:00 – 11:30 | **EDE 4942** |  |  |  | **EDE 4942** |
| 11:30 – 12:00 | Pizzo Rm 203 |  |  |  | *Field Exp.* |
| 12:00 – 12:30 | (11:00 - 12:00) |  | **SSE 4313** |  | (11:15 - 3:30) |
| 12:30 – 1:00 | **EEX 4070** | **MAE 4310** | EDU |  |  |
| 1:00 – 1:30 | Pizzo Rm 203 | Pizzo Rm 203 | (12:00 - 2:45) |  |  |
| 1:30 – 2:00 | (12:30 - 3:15) | (12:30 - 3:15) |  |  |  |
| 2:00 – 2:30 |  |  |  |  |  |
| 2:30 – 3:00 |  |  |  |  |  |
| 3:00 – 3:30 |  |  |  |  |  |

***\*\*\* Due to the fact that we are working with schools, dates and times are subject to change. Students will be notified of any changes.***

**COURSE GOALS AND OBJECTIVES:**

Specifically residents will:

1. **Begin to develop and enhance their ability to use an inquiry stance to observe individual children, groups of children, classroom learning environments, and instruction.**
   1. Become a more skilled observer of student and teacher behavior, including your own.
   2. Systematically study and analyze their own practice as well as the practices of others.
   3. Develop a better understanding of classroom learning environments and school culture.
   4. Become an astute “student of teaching” who utilizes a variety of tools and experiences to inquire into the process of learning to teach.
   5. Show personal and professional growth in your ability to reflect on teaching and learning with understanding.

1. **Extend their pedagogical content knowledge in order to become a professional educator.**
   1. Demonstrate the ability to work effectively and collaboratively with teachers, students, and other professionals by modeling professional characteristics such as responsibility, initiative, enthusiasm, flexibility, confidentiality, dependability, and punctuality.
   2. Observe, co-teach, and reflect individually and collaboratively with your mentor teacher, PRT, and peers on instruction and routine tasks.
   3. Show personal and professional growth in planning and preparation for teaching and learning with understanding.
   4. Model the use of appropriate written and oral communication skills in all interactions with children and fellow professionals.
   5. Articulate a teaching platform or philosophy of education and justify it.
   6. Show evidence of their understanding and knowledge of the Florida Educator Accomplished Practices in both classroom internship and in completion of all assignments.

1. **Demonstrate the dispositions necessary to become a professional educator including professional responsibility, ethics, and integrity in multiple professional learning communities and environments.**
   1. Demonstrate competence in all written and oral communication.
   2. Adhere to the operational policies and procedures of the school and the university.
   3. Display responsibility in fulfilling professional commitments.
   4. Participate actively in all professional responsibilities as determined by the school context, the school culture, your mentor, and your PRT.
   5. Be punctual and prepared for all required responsibilities.

Special Note: This course is taught in the Teacher Residency Partnership Program. As such, a special effort has been made to more closely align the content here with the realities of schools as well as more closely connect this course to other courses being simultaneously taught. Therefore, some of these objectives are also met in other courses, such as EDE 4301, in the practicum experience.

**COURSE REQUIRED TEXTS AND MATERIALS:**

*Required Texts:*

Dana, N. & Yendol-Hoppey, D. (2014). *The reflective educator’s guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry, (3rd Ed.).* Thousand Oaks, CA: Corwin Press.

*Materials:*

Electronic Portfolio

Creation of a Google account and additional social networking accounts as required (e.g. Twitter, Pinterest).

Digital Video Recording Device (e.g. iPhone, iPad, Flip Cam)

*Access to:*

Studiocode or other a video analysis software (e.g. iMovie). We will discuss this technology at seminar. It is not necessary to purchase at this point.

*Additional Readings or Books as Assigned.*

**COURSE ASSIGNMENTS:**

1. ***Inquiry into Personal and Professional Identity:***

**a. Professional Participation**

Your preparation for and participation in class and out of class are important aspects of your involvement in this course. Your contributions to the quality of classroom learning activities influence your own learning as well as that of your colleagues. It is expected that you will attend all classes, will come to each class having read the assigned readings carefully, and will participate actively in all learning activities including online discussions and activities. Building a supportive, respectful classroom community where all feel safe and encouraged to share their ideas and their experiences is the goal, and your active participation contributes to that desire. By sharing, we stimulate the thinking and learning of others and ourselves. You will earn participation points by being well prepared and participating both verbally and nonverbally in small and large group class activities and by participating regularly in online activities.  ***More than four unexcused absences (throughout the seminar course and field experience combined) or repeated lateness (if instruction has already begun) will result in the loss of one letter grade in class participation.***

**Date Due:  Attendance timesheets are to be submitted by Friday of each week by 11:59pm (see course calendar)**

**b. Maintenance of Professional Web Space**

You also will be required to compose and maintain a personal web space, and you will be expected to contribute thoughts and ideas to others’ blog posts and other social media interactions. You can consider this as part of your professional participation. All of your entries should be tagged using multiple tags that include but are not limited to the course in which it is referring and/or was assigned, EDE 4942, and the corresponding FEAP. (See FEAPs at the bottom of this document).

Please remember that the blog and other social sites are public spaces. Therefore, you need to use your professional judgment regarding what is suitable to be published to the public. No student faces or names including names of teachers, administrators, peers, and faculty should ever be used. Pseudonyms should be used if you feel the desire to use a name.

**c.  Reflect and Connect Weekly Communication**

Communication with your PRT and CT are critical to your success in this program. Each week, you need to be posting on your personal web space a reflection that makes connections from the information you are reading in class with your experiences in the classroom. Reflect and connect involves you interacting with your course readings in this course and the other courses you are taking this semester. Making connections is how you will process and make sense of your experience, and it will truly transform your learning. The Reflect and Connects are part of your ongoing maintenance of your professional web space. Please make sure that anything you post online uses pseudonyms. Any pictures must have faces blurred. If at any time you feel the information you want to share is too sensitive, then you should send it via email or call on the phone. *Use your professional judgment.* These reflect and connect weekly communications should be meaty, showing thoughtfulness and meaningful theory-practice connections. They can be initiated by experiences in the classroom that cause you to pause, reflect, and make a connection to your readings, or they can stem from something you are reading that causes you to pause, reflect and make a connection to your classroom.

**Date Due:  Posted Weekly to your Blog by Monday of each week by 11:59pm (see course calendar)**

**Blog Rubric                                                    Spring 2017**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 | 2 | 3 |
| Grammar | The teacher candidate has multiple spelling and grammar errors. | The teacher candidate has minor spelling and grammar errors. | The teacher candidate has no spelling and grammar errors. |
| Connected to FEAPS | The teacher candidate does not connect blog entry to any FEAPS and 0-1 examples of evidence of connections to coursework/ FEAPs.. | The teacher candidate connections 1-2 FEAPS to blog entry and 2-3 examples of evidence of connections to coursework/ FEAPs. | The teacher candidate connections 3 or more FEAPS to blog entry and more than 3 examples of evidence of connections to coursework/ FEAPs.. |
| On time | The teacher candidate posts blog after the 48 hours or longer. | The teacher candidate posts blog after the first 24 hours. | The teacher candidate posts blog on time. |

***2. Inquiry Into Your Beliefs about Practice: Developing the Teaching Platform***

* 1. Learning about who you are as an educator and what you believe about teaching and learning is an important aspect of your identity development. Therefore, you will continue to develop your platform of beliefs that you began last semester. On your personal web space, you will add to your current platform belief statements about management (from Fall 2016), children’s literature (from Fall 2016), child development and how that influences your teaching and instruction (from Fall 2016), working with ELL learners and how that influences your teaching and instruction (from Fall 2016) as well as belief statements from your spring coursework, which includes belief statements about teaching and learning for literacy instruction, social studies instruction, math instruction, planning for diverse learners, and teaching exceptional children. Your platform should be written as a belief statement followed by an explanation that describes and illustrates that statement for each of the courses you are taking (from Spring) and which you have taken (from Fall).

The explanation should use hyperlinks that connect to artifacts and examples of entries you have posted in your blog on your personal web space.

**Date Due: April 24, 2017 @USF Practitioners Conference**

***3. Inquiry Into Classroom Performance***

***a. Lesson Plans, Videotaping, and Other Documentation:***This course is largely performance based. Meaning, you will be required to apply your course learning into practice.

***b. Assuming Increasingly Greater Classroom Responsibility****:* In the Residency Partnership, we advocate a co-teaching model, meaning residents should be learning at the elbow of their collaborating teachers and where both collaborating teacher and resident are engaged working with children. That means engaging in co-planning and co-teaching experiences preferably regarding literacy, social studies, and math instruction with your collaborating teachers, your PRTs, and/or your peers. Residents are expected to gradually assume greater responsibilities for planning and implementing literacy and social studies instruction in the elementary classroom. Assuming greater responsibility does not imply that the Resident will be teaching alone most of the time.  Assuming greater responsibility implies that the lead responsibility for planning instruction and for delineating the instructional roles of all the professionals in the classroom shifts from the collaborating teacher to the resident gradually over time. The normal expectation would be that the resident would be leading the planning with the continued support and guidance of the CT and would play the major role in the implementation of those plans specifically with regard to literacy, social studies, and math instruction. Keep in mind that shifting lead responsibility varies from classroom to classroom depending on the judgment of collaborating teachers in consultation with the PRTs.

***4. Critical Task: Integrating Teaching, Learning, and Assessment: The Story of My Professional Learning***

1. You will be required to complete an assignment that serves as the critical task for this course. The purpose of this long-term project is for you to tell the story of your professional learning and growth over the course of the semester. The Portfolio will blend your learning from all of the spring courses by charting your evolving understandings of the connections between differentiated teaching/planning and data-based instruction within the content areas of literacy, mathematics, and social studies. As evidence of your professional learning, you will need to engage in ongoing critical reflection of your learning and teaching practice throughout the semester.

b. At the beginning of the semester, you will be asked to develop your professional learning goals. These goals are designed to guide your planning and instruction throughout the semester. As you plan and deliver your lessons, you will look for video evidence, as well as evidence from your coursework, planning documents, and from (K-5) students, of your approach to these goals. Your evidence should demonstrate the continuum of your learning trajectory, which means that you will have examples of times when you reached your goals, times when you did not, and times in between. By critically analyzing these experiences, you will be able to document your learning over time.

The guiding question for this work is:

***How do you integrate content in literacy, math, social studies, in a data-based, differentiated manner, into your classroom instruction?***

This question is based on our Spring Semester Educational Goals of:

* Data-driven decision making
* Designing/applying appropriate instruction for individual students
* Powerful and purposeful integration of social studies, mathematics, and literacy content and processes
* Innovative implementation of technology into teaching and learning
* Inclusion and diversity in teaching and learning

As part of the expectations of your courses this semester, you are asked to write a formal plan for each lesson required from each course. As you write these plans, you will take into consideration the Spring Semester Goals. You will videotape each lesson that you plan and deliver, including those you co-teach with your collaborating teacher.

As evidence of your professional learning throughout the semester, you will then select a compilation of lessons delivered (i.e., literacy, math, and social studies) at multiple points in the semester that are representative of one-on-one, small group, whole group, or co-teaching instruction. Each lesson should be accompanied by a reaction or critical reflection of how you integrated the Spring Semester Goals into your teaching.

Your final Portfolio should include these various pieces of evidence in a creative demonstration of the story of your learning. In narrating your story and presenting your evidence, you may choose to draw on multiple media sources including PowerPoint, Prezi, Voicethread, Animoto, Keynote, iMovie, or video-based iPad app. Or you may choose to present your learning through another engaging presentation format. Feel free to get creative and select a presentation approach that allows you to best communicate your professional learning throughout the spring semester.

You will present your Story to an audience of your cohort peers, university faculty, and collaborating teachers on **Wednesday, April 26th** in **EDU 417** from **12:00pm - 2:45pm.** Your Portfolio will be evaluated by each of the spring faculty.

It is essential that you determine a systematic method for organizing your videos and critical reactions/reflections to your teaching. Work with your collaborating teacher to determine strategies for organizing your work.

**The critical task must be uploaded to Chalk and Wire**.

**Date Due: Friday, April 28th**

This project has been approved through the Hillsborough County Public Schools Research Review process.  Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and the Hillsborough County Public Schools both want to ensure that students¹ records are protected and that teachers and potential teachers have the most appropriate training opportunities. Student information (K-12) collected for this task will NOT include information that identifies the individual student and any information/data collected will NOT be retained (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) past the completion of the course and the assignment of a grade by the instructors/professors.²

**COURSE SCHEDULE FOR SEMINAR MEETINGS (TENTATIVE)**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topics** | **Assignments** |
| Monday,   January 9th  11:00am- 12:00pm | Course Syllabus/Blogs    My Story of Professional  Learning (Overview and Expectations) | **Upload Time Sheet on Canvas for Week 1 (2 points)**  **by January 13th at 11:59pm**  **Week 1 Blog (9 points) due by January 16th at 11:59pm** |
| **Monday,**  **January 16th** | **NO SCHOOL**  **Martin Luther King, Jr. Day** | **Upload Time Sheet on Canvas for Week 2 (2 points)**  **by January 20th at 11:59pm**  **Week 2 Blog (9 points) due by January 23rd at 11:59pm** |
| Monday,   January 23rd  11:00am- 12:00pm | Inquiry  \*Dana and Yendol-Hoppey  Chapter 2 Passion 7 | **Upload Time Sheet on Canvas for Week 3 (2 points)**  **by January 27th at 11:59pm**  **Week 3 Blog (9 points) due by January 30th at 11:59pm** |
| Monday,   January 30th  11:00am- 12:00pm | Veteran Employee/CT Interview  (Site-based)   * + - Work on questions for interview     - Review pictures/school map     - Work on presentation for Instructional Planning assignment | **Upload Time Sheet on Canvas for Week 4 (2 points)**  **by February 3rd at 11:59pm**  **Week 4 Blog (9 points) due by February 6th at 11:59pm** |
| Monday,  February 6th  11:00am- 12:00pm | Social Justice  - Autobiography (revisit)  - Reflection journal (connect to  Exploration into Field Experience)  - Getting to know students (artifacts) | **Upload Time Sheet on Canvas for Week 5 (2 points)**  **by February 10th at 11:59pm**  **Week 5 Blog (9 points) due by February 13th at 11:59pm** |
| **Friday,**  **February 10th** | **NON-STUDENT DAY** | **FLORIDA STATE FAIR** |
| Monday,  February 13th  11:00am- 12:00pm |  | **Upload Time Sheet on Canvas for Week 6 (2 points)**  **by February 17th at 11:59pm**  **Week 6 Blog (9 points) due by February 20th at 11:59pm** |
| **Monday,**  **February 20th** | **NON-STUDENT DAY** | **Upload Time Sheet on Canvas for Week 7 (2 points)**  **by February 24th at 11:59pm**  **Week 7 Blog (9 points) due by February 27th at 11:59pm** |
| Monday,  February 27th  11:00am- 12:00pm |  | **Upload Time Sheet on Canvas for Week 8 (2 points)**  **by March 3rd at 11:59pm**  **Week 8 Blog (9 points) due by March 6th at 11:59pm** |
| Monday,  March 6th  11:00am- 12:00pm |  | **Upload Time Sheet on Canvas for Week 9 (2 points)**  **by March 10th at 11:59pm**  **Week 9 Blog (9 points) due by March 13th at 11:59pm** |
| **Monday,**  **March 13th -**  **Friday,**  **March 17th** | **NO SCHOOL** | **HCPS SPRING BREAK**  **USF SPRING BREAK** |
| Monday,  March 20th  11:00am- 12:00pm |  | **Upload Time Sheet on Canvas for Week 10 (2 points)**  **by March 24th at 11:59pm**  **Week 10 Blog (9 points) due by March 27th at 11:59pm** |
| Monday,  March 27th  11:00am- 12:00pm |  | **Upload Time Sheet on Canvas for Week 11 (2 points)**  **by March 31st at 11:59pm**  **Week 11 Blog (9 points) due by April 3rd at 11:59pm** |
| Monday,  April 3rd  11:00am- 12:00pm |  | **Upload Time Sheet on Canvas for Week 12 (2 points)**  **by April 7th at 11:59pm**  **Week 12 Blog (9 points) due by April 10th at 11:59pm** |
| Monday,  April 10th  11:00am- 12:00pm |  | **Work on My Story of Professional Learning**  *(Presentation on 4/26)*  **Upload Time Sheet on Canvas for Week 13 (2 points)**  **by April 14th at 11:59pm**  **Week 13 Blog (9 points) due by April 17th at 11:59pm** |
| **Friday,**  **April 14th** | **NON-STUDENT DAY** |  |
| Monday, April 17th 11:00-12:00 | **Practitioners Research Conference Discussion** | **Prepare for Practitioners Research Conference** *(Presentation on 4/24)*  **Upload Time Sheet on Canvas for Week 14 (2 points)**  **by April 21st at 11:59pm**  **Week 14 Blog (9 points) due by April 24th at 11:59pm** |
| Monday,  April 24th  ALL DAY | ***Practitioners Research Conference***  ***Embassy Suites*** | ***University of South Florida College of Education***  **Upload Time Sheet on Canvas for Week 15 (2 points)**  **by April 28th at 11:59pm**  **Week 15 Blog (9 points) due by May 1st at 11:59pm** |
| Monday,  April 26th  EDU Room 417 | ***MY STORY OF PROFESSIONAL LEARNING*** |  |
| Monday,  May 1st  11:00am- 12:00pm | ***End of Course Celebration*** | ***USF Finals Week*** |

**\*All dates, topics, and assignments are tentative and subject to change. Students will be notified of any changes.**

**EVALUATION OF STUDENT OUTCOMES**:

**Assessment and Grading:**

This course is a performance based, process oriented course which focuses on the resident’s teaching capability demonstrated through his/her performance in multiple domains of planning, teaching, reflecting on teaching, and assuming a professional identity, thus making assessment and evaluation of the resident’s performance complex. Assessment cannot be reduced to a finite, precise numerical measurement as is often possible with test or paper-based courses. Capturing both the science and the art of teaching requires self-reflection on the part of the resident and sophisticated professional judgment on the part of the collaborating teacher and PRT informed by observation. Though the PRT and collaborating teacher will provide continuous feedback and support when needed, the burden for self-analysis and continually seeking ways to improve his/her teaching performance rests primarily on the shoulders of the intern.

Because we function in the context of a university that uses grades, we must assign a grade at the end of the semester. Your grade is composed of both your performance in the classroom and your completed assignments. The performance grade will be determined in consultation with you, your collaborating teacher, and your PRT.  However, the final responsibility for assigning the grade rests with the PRT. All practicum objectives, assignments, on-site requirements, and attendance and participation criteria must be met.

Poor evaluations by PRTs, collaborating teachers, unprofessional teaching behaviors, and/or failure to complete assignments in a timely, professional, and satisfactory manner may be cause for an unsatisfactory grade of below a C, the extension of the field assignment, and/or repeating the practicum.

Evaluation will be holistic, covering the entire experience. This will include (but is not limited to): university supervisor’s observation notes, lesson plans, weekly reflections, videos, seminar assignments, attendance records, teacher interviews, and participation. Grading will be A-C (pass) or D/F (fail).

\*\* Residents who have not turned in all assignments by the last day of class prior to exam week or posted the Critical Assignments on Chalk and Wire will receive an “F” (fail).

**Grading Criteria:**

The following descriptions are general guidelines for determining the course outcome of passing/ failing:

**A-C:**  Consistent, active and thoughtful participation each day in both the classroom and in seminar discussions/ activities.  Excellent quality and serious thought put into each assignment.  Professional growth is evident, as indicated on the midterm and final observation forms, as well as on weekly reflections as assessed as “Developing” or higher.

**D or F:**  Inconsistency of participation in the classroom or seminar, assignments that are incomplete or poorly done, failure to complete course objectives, requirements, or expectations, or the inability to perform in a satisfactory manner in the internship experience (documented by an unsatisfactory final evaluation form from the university supervisor or the classroom teacher.

**Assessment Process-Goal Setting Conferences:**

At the end of the semester, approximately **during the week of April 17th**you, your CT, and your PRT will meet to assess your performance. During this goal-setting conference we will discuss your performance in each of the focus areas, identify strengths and weaknesses, and set goals for improvement. You will be responsible for completing any necessary paperwork.

**GENERAL POLICIES:**

**Professional Conduct:**

You are a professional and we, in the Urban Teacher Residency Partnership Program, expect you to conduct yourself in that manner during all activities associated with this course, including class and on-line discussions, and out of class assignments. Appropriate interactions between and among students and instructor are expected at all times. Disruptions to the academic process will result in appropriate disciplinary action as will plagiarism in any form. All work must be duly cited, APA style. No make-up work or extra credit will be given.

Attendance is a professional expectation. Because much of the learning is designed for group activities, your attendance is required. If you will not be in class you are responsible for notifying the instructor prior to the class time by email or voicemail.  It is also your responsibility to get the missed content from another student. Any absence, regardless of reason, will result in loss of participation points and may not be made up. Students are allowed one absence without the overall course grade being impacted. Subsequent absences will result in the course grade being lowered by one letter grade for each absence.

Prompt arrival to class is also a reflection of involvement and professionalism. Because many extraneous factors can influence arrival time, two tardies (15 minutes or less) can be overlooked. However, beyond two, your class participation points, and ultimately, your final grade will be negatively impacted. Missing more than 15 minutes of class will be considered an absence.

We expect you to complete all assignments punctually and professionally as a natural part of your transition from being a student to becoming a professional teacher.  Late assignments may result in a reduced grade. Assignments should be professional in appearance and free from any mechanical errors. Assignments are due on the specified date and will not be accepted past the due date. Computer crashes without backup or lack of printer ink do not constitute excuses for not submitting work on time.

**Academic Integrity:**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.  All work that is based on the ideas of others must be properly cited.

**Academic Disruption:**

Academic disruption is defined as the acts or words of a student in the classroom or teaching environment which directs attention from the academic matters at hand, such as: noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions; or actions that present a danger to the health, safety or well being of the faculty member of students.

**Academic Dishonesty:**

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.  
  
Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course.

**Web Portal Information:**

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the [Academic Computing](http://www.acomp.usf.edu) website and select the link "Activating a Student E-mail Account" for detailed information.  Information about the USF Web Portal can be found at: [http://www.acomp.usf.edu/portal.htm](http://www.acomp.usf.edu/portal.html).

**ADA Statement:**

Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations.  Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

**USF Policy on Religious Observances:**

*Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.*

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designated to protect the privacy of a student’s education records and academic work. The law applies to all schools and universities which receive funds under an applicable program of the U.S. Department of Education and is applicable to students at USF as well as the students in our partnering schools. All files, records, and academic work completed within this course are considered educational records and are protected under FERPA. It is a student’s right to expect that any materials you submit in this course will not include names or other identifying information.  The exception will be only when you have given written consent.**Florida Department of Education**

**Accomplished Practices—Pre-professional Level**

The following Accomplished Practices must be demonstrated prior to graduation from the program.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

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

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

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

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

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

f. Employ higher-order questioning techniques;

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

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

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

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

5. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. 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 Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.