**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)

## COURSE PREFIX AND NUMBER:  EDE 4942

**COURSE TITLE:**  Elementary Education Internship Level II A

**INSTRUCTORS:**

|  |  |  |
| --- | --- | --- |
| Mrs. Wendy Baker | Mrs. Tracy Wulf | Dr. Marc Summa |
| Cell (813) 431 - 7239 | Cell (813) 466 - 0136 | Cell (813) 230 - 9272 |
| Pizzo ElementaryTampa, FL 33620 | Pizzo ElementaryTampa, FL 33620 | Pizzo ElementaryTampa, FL |
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**COURSE PREREQUISITIES**:  Successful completion of Fall 2015 Residency Cohort 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.

**URBAN TEACHER RESIDENCY PARTNERSHIP PROGRAM (UTRPP) SCHOOLS:**

**USF/Patel Partnership Elementary School**

11801 USF Bull Run Drive

Tampa, FL 33617 ‎

(813) 983-3966

**Pizzo Elementary**

11701 USF Bull Run Drive

Tampa, FL 33617 ‎

(813) 987-6500

**Mort Elementary**

1806 E Bearss Avenue

Tampa, FL 33613 ‎

(813) 975-7373

**MOSI Elementary**

4801 E Fowler Avenue #100

Tampa, FL ‎33617

(813) 983-3989

**Shaw Elementary**

11311 North 15th Street

Tampa, FL 33612

(813) 975-7366

**Witter Elementary**

10801 N. 22nd Street

Tampa, FL 33612

(813) 975-7383

**COURSE HOURS/TIMES:**

Mondays     7:30 – 3:30 (Coursework Classrooms)\*

Tuesdays     7:30 – 11:30 (Field-based Classrooms)

                    12:30 – 3:15 (Coursework)

Wednesdays 7:30 – 11:30 (Field-based Classrooms)

                    12:30 – 3:15 (Coursework)

Thursdays    7:30 – 10:45 (Coursework)

                     11:30 – 3:30 (Field-based Classrooms)

Fridays         7:30 – 3:30 (Field-based Classrooms)

\*Small group seminars may be held at other designated times and locations.

**CONCURRENT COURSEWORK:**

* MAE 4310 Teaching Math
* RED 4724 Intermediate Literacy
* SSE 4313 Teaching Social Studies
* EEX 4070 Integrating Exceptional Students in the Classroom
* EDE 4301 Instructional Planning for Diverse Learners

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **RED 4724**Intermediate Literacy 8:00-10:45Pizzo 203 | **EDE 4942**Level 2 Internship7:30-11:30In classrooms | **EDE 4942**Level 2 Internship7:30-11:30In classrooms | **EDE 4301**Instructional Planning8:00-10:45Pizzo 203 | **EDE 4942**Level 2 Internship7:30-3:30In classrooms |
| **EDE 4942**Seminar11:15-12:15Pizzo 203 | Driving Time | Driving Time | Driving Time | **------------** |
| **SSE 4313**Teaching Social Studies12:45-3:30EDU | **MAE 4310**Math I12:30-3:15Pizzo 203 | **EEX 4070** Integrating Exceptional Students in the Classroom12:30-3:15Pizzo 203 | **EDE 4942**Level 2 Internship11:30-3:30In classrooms | **EDE 4942**Level 2 Internship7:30-3:30In classrooms |

**COURSE GOALS AND OBJECTIVES:**

Specifically Residents will:

1. **Continue to develop and enhance their ability to use an inquiry stance to observe individual children, groups of children, instruction, and the teaching and learning environment by:**
	1. Becoming a more skilled observer of student and teacher behavior, including your own.
	2. Systematically studying and analyzing your own practice as well as the practices of others.
	3. Becoming an astute “student of teaching” who utilizes a variety of tools and experiences to inquire into the process of learning to teach.
	4. Showing personal and professional growth in your ability to reflect on teaching and learning with understanding by developing and working towards specific personal goals.
	5. Using data to make decisions about teaching, learning, and instruction.
2. **Begin to develop their pedagogies of teaching and enhance their pedagogical content knowledge in order to become a professional educator by:**
	1. Demonstrating 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. Observing, co-teaching, planning, and reflecting individually and collaboratively with your collaborating teacher, PRT, and peers on instruction specifically with regard to literacy and social studies in order to make connections to other courses you are taking concurrently.
	3. Applying a variety effective teaching methods and new knowledge gained in methods courses when implementing instructional plans.
	4. Designing appropriate instructional materials and lessons to meet the individual needs of diverse learners.
	5. Focusing on understanding culture and its role supporting teaching and learning.
	6. Integrating technology meaningfully to support students, teaching, and learning.
	7. Showing personal and professional growth in planning and preparation for teaching and learning with understanding.
	8. Continuing to develop a teaching platform or philosophy of education and justify it.
	9. Showing evidence of your understanding and knowledge of the Florida Educator Accomplished Practices in both classroom residency and in completion of all assignments.
	10. Continuing to engage in established classroom organization and management strategies and clerical tasks.
3. **Demonstrate the dispositions necessary to become a professional educator including professional responsibility, ethics, and integrity in multiple professional learning communities and environments by:**
	1. Demonstrating competence in all written and oral communication.
	2. Adhering to the operational policies and procedures of the school, the school district, and the university.
	3. Displaying responsibility in fulfilling professional commitments.
	4. Participating actively in all professional responsibilities as determined by the school context, the school culture, your collaborating teacher, and your PRT.
	5. Being 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 supported and/or met in other courses in the practicum experience.

**COURSE REQUIRED TEXTS AND MATERIALS:**

1. Electronic Portfolio as Professional Web Space
2. Social Networking Accounts as Required/Needed (e.g. Google, Twitter, Facebook, etc.)
3. Digital Video Recording Device (e.g. iPhone, iPad, Flip Cam, etc.) and holder (e.g., tripod, Swivvl)
4. **Required Texts**:

Dana, N. & Yendol-Hoppey, D. (2008). *The reflective educator’s guide to classroom research, (2nd Ed.).* Thousand Oaks, CA: Corwin Press.

**COURSE ASSIGNMENTS:**

1. **Inquiry into Personal and Professional Identity**:
	1. **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 non-verbally in small and large group class activities and by participating regularly in online activities. Unexcused absences or repeated lateness will result in the loss of one letter grade in class participation.

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 Sunday of Each Week at Midnight

1. **Unearthing 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 2015), children’s literature (from Fall 2015), child development and how that influences your teaching and instruction (from Fall 2015), working with ELL learners and how that influences your teaching and instruction (from Fall 2015) 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 18, 2016**

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

*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.

You must be prepared to teach for all lessons in which you are the lead co-planner and co-teacher by writing lesson plans for all lessons. Your plans may take many forms. You must share those plans with your CT and your PRT in a time frame agreed upon by their preference. Keep in mind that just as we advocate differentiation for the K-12 student, each of you in a unique learner. Therefore, your classroom experience is unique to you and we may differentiate per our discretion.

Any lessons that will be formally observed by your PRT  must include a completion of the formal lesson plan template found at<http://www.coedu.usf.edu/main/departments/ce/elementary_education/bachelors-supervisor-forms.php>. These lesson plans must be submitted to your PRT and your Collaborating Teacher through a medium of their preference. Following these lessons, you must post a lesson reflection and analysis on your web space using the guidelines found at<http://www.coedu.usf.edu/main/departments/ce/elementary_education/bachelors-supervisor-forms.php>.

Date Due: :   Ongoing, All Lesson Plans must be submitted to your PRT and your Collaborating Teacher AT LEAST **24 HOURS** in advance.

* 1. **Integrating Teaching, Learning, and Assessment: The Story of My Professional Learning**

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.

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 university faculty on **\*Monday, April 18th**. Your Portfolio will be evaluated by each of the spring faculty. \*Note: Tentative date

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: May 2, 2016**

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)**

|  |  |  |
| --- | --- | --- |
| SEMINAR DATE | TOPICS | ASSIGNMENTS DUE |
| Monday, January 11th* Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry
 | Introduction to the Course | USF Classes Resume |
| Monday, January 18th | NO CLASS | MLK Day |
| Monday, January 25th* Morning Meeting- field exp. Discussion
* Story of my Professional Learning-organizational chart
* Inquiry

HW: Read Ch. 1 in Dana & Yendol-Hoppey Due: February 1st | Story of My Professional Learning Explanation, Course Integration, and Connections to Inquiry |  |
| Monday, February 1st* Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry

HW: Read Ch. 2 in Dana & Yendol-Hoppey Due: February 8th | What is Teacher Inquiry?Read pages 6-12DiscussionCreate PowerPoint-title and research question | Dana & Yendol-Hoppey Chapter 1 |
| Monday, February 8th* Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry

HW: Read Ch. 3 in Dana & Yendol-Hoppey Due: February 15th | Discuss how to find a WonderingRationale - PowerPoint | Dana & Yendol-Hoppey Chapter 2 |
| Monday, February 15th* Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry

HW: Collect data | T-chart on pros and cons of collaborationDescription of Context/Participant | Dana & Yendol-Hoppey Chapter 3 |
| Monday, February 22nd* Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry - Using USF database

HW: Collect data | Description of Context/Participant | Bring data pertaining to Story of My Professional Learning |
| Monday, February 29th* Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry

HW: Bring two more annotated bibliographies that are related to your research to the next class.HW: Collect data | Writing an Annotated Bibliography- Finding an article on USF database(3 total) one in class | Bring data pertaining to Story of My Professional Learning |
| Monday, March 7th * Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry

HW: Bring in an example of data | Inquiry Brief (check in)Write first draft of proposal to USF Inquiry Conference | Bring two more annotated bibliographies that are related to your research. |
| Monday, March 14th      | NO CLASS | USF/HCPS Spring Break |
| Monday, March 21st* Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry

HW: Read Ch. 4 in Dana & Yendol-Hoppey  | Data Collection and Analysis Part I – Coding, Reflection of data collected so farFinalize USF Inquiry Conference Proposal and Submit It | Bring in an example of data Submit USF Inquiry Conference Proposal and Send the Confirmation to your PRT |
| Monday, March 28th* Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry

HW: Read Ch. 5 in Dana & Yendol-Hoppey  | Data Collection of lesson plans and student artifacts, memo writing – write your first memo | Dana & Yendol-Hoppey Chapter 4 |
| Monday, April 4th* Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry
 | Data Analysis – Coding and Memo WritingData Analysis and Finding Claims | Dana & Yendol-Hoppey Chapter 5 |
| Monday, April 11th * Morning Meeting- field exp. Discussion
* Story of my Professional Learning
* Inquiry
 | Findings/Themes/ClaimsIndividual Support as Needed | Claims about Performance Posted to Web Space in order to prep for Story of My Professional Learning |
| Monday, April 18th\*\*\*\* | Culmination – Present Story of My Professional Learning | Story of My Professional Learning Due |
| \*\*\*\*During FSA, there may be changes to your schedule. We will let you know what your field experience will look like during this time. \*\*\*\*\* |
| Wednesday, April 20th\*\*\*\*12:00 - 3:30 | Inquiry Data Analysis Workshop and Poster Presentation Preparation |  |
| Friday, April 22nd\*\*\*\*8:30 - 12:00 | Inquiry Presentation PracticePlease bring a draft of your board for feedback. You may want to have your information taped on it so that you can make changes easily. | Inquiry into Beliefs: Teaching Platform Due Posted to your Web SpaceSelf Assessments are due to Tracy, Wendy, and Marc  |
| ***Monday, April 25th******ALL DAY*** | ***USF Annual Inquiry Conference******Location: TBD*** |  |
| Monday, May 2nd – Friday, May 6th | Finals Week/Exams | If there are no final exams, residents expected to be in classrooms all day from 7:30am – 3:30pm |

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

# ASSESSMENT PROCESS/GOAL SETTING CONFERENCES:

The purpose of assessment is to allow you to take stock of your performance at a particular point in time so that you may celebrate your strengths and set goals to improve. Assessment is a three-way responsibility. You, your collaborating teacher, and your PRT all play key roles in the assessment process.

There are several guiding principles that undergird the assessment process:

1.  Assessment is collaborative and centered around the resident’s self-reflection and goal setting.

Since the main objective of all assessment is to encourage and enable growth, it is necessary for one to recognize the components of high quality teaching in one’s own teaching performance and to be able to identify areas of strength and areas needing further growth.

2. Assessment is continuous.

   In order to achieve maximum growth, it is important to seek and receive regular, consistent, and specific feedback about one’s performance.

3. Assessment is comprehensive.

   Becoming an excellent teacher means more than simply delivering effective instruction in the classroom.  Maintaining high standards of professional behavior, establishing positive relationships with colleagues, parents, etc., engaging in teacher leadership activities when appropriate, and using inquiry and self-reflection to improve one’s practice are critical components of the holistic role of teacher.

4. Assessment is specific.

   It is reasonable for you to expect to receive specific feedback and constructive suggestions for growth.  You should expect to have areas where you will need to grow throughout the residency experience.  This residency is simply the beginning of a life-long process of learning about your teaching. Specific feedback and suggestions for growth can be powerful support mechanisms to enable that learning to become more powerful.

5. Assessment is individualized.

   Because individual differences exist among residents, the assessment process must consider each intern individually without comparison to other residents or student teachers.  All residents do not progress at the same rate or in the exact same way. Assessment will be based upon each resident’s own capabilities as demonstrated through his/her performance.

Whereas assessment is the formative process of collecting information and interpreting it as the basis for future actions, grading is the summative process of attaching some value judgment, expressed as a letter grade, to the quality of the resident’s performance.  The resident, the collaborating teacher, and the PRT share the responsibility for assessment jointly. The collaborating teacher and PRT share the responsibility for grading, which is the evaluative component, though the reflections, and the assessment of the resident will be important components of the decision-making process.

At two different points during the semester, you, your collaborating teacher, and your PRT will meet to assess your performance. Prior to the meeting each member of the triad will complete the FEAP Performance Based Assessment of Internship Experience Form and **you will complete a reflection on your performance in each FEAP in a blog entry that uses hyperlinks to connect to different artifacts about 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.

**EVALUATION OF STUDENT OUTCOMES**:

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.

**GENERTAL POLICIES:**

**Professional Conduct:**

You are a professional and we, in the 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 voice mail.  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 (30 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 30 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 does 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.