

Cover Sheet: Request 15246

EDE 4xxx Internship in Elementary Education

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Alyson Adams adamsa@coe.ufl.edu
Created	8/28/2020 3:28:24 PM
Updated	10/23/2020 1:38:54 AM
Description of request	This is a new course request as part of the redesigned Elementary Education major.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 18050000	Ester De Jong		8/29/2020
No document changes					
College	Approved	COE - College of Education	Nancy Waldron	New course for Elementary Education major curriculum modification - Request number 15257	10/23/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/23/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15246

Info

Request: EDE 4xxx Internship in Elementary Education

Description of request: This is a new course request as part of the redesigned Elementary Education major.

Submitter: Alyson Adams adamsa@coe.ufl.edu

Created: 10/2/2020 3:28:48 PM

Form version: 12

Responses

Recommended Prefix EDE

Course Level 4

Course Number xxx

Category of Instruction Advanced

Lab Code None

Course Title Internship in Elementary Education

Transcript Title Internship in Elementary Ed

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? Yes

If repeatable, # total repeatable credit allowed 12

Amount of Credit Variable

If variable, # min 1

If variable, # max 6

S/U Only? Yes

Contact Type Supervision of Student Interns

Weekly Contact Hours 3

Course Description Teacher candidates will gain competence in the planning for, teaching, and assessment of diverse students in school settings. Candidates collaborate with a mentor teacher to practice using various models of co-teaching and a variety of equity pedagogy instructional strategies to support the learning of all students.

Prerequisites Elementary Education major EED_BAE

Co-requisites N/A

Rationale and Placement in Curriculum We are requesting a series of new courses for our redesigned Bachelor of Arts in Education degree. We have redesigned the program to be completed in four years, eliminating the masters degree year of the old program. This change required reconceptualization of several courses to meet all the requirements for Florida Department of Education certification in a four-year program. This course will be required for all Elementary Education majors and is where teacher candidates will demonstrate the Florida teaching competencies required for certification. Candidates will take this course twice during their senior year, resulting in a year-long internship.

In the elementary education program of study, one credit of internship averages one full day in a school placement working alongside a mentor teacher in the design, delivery, assessment and improvement of instruction each week. Included in this formula are any required meetings with university supervisors and any required trainings at the school site.

Course Objectives This internship is required by the State of Florida teacher certification and focuses on the demonstration of Florida Educator Accomplished Practices (FEAPS). All course objectives will be measured using the internship evaluation form based on the FEAPS. Teacher candidates must achieve the level of "accomplished" in each FEAP in order to be recommended for teacher certification. Therefore, during the senior year internship experience, teacher candidates will:

1. Effectively design rigorous lessons based on use of student data that require students to demonstrate mastery of knowledge and skills (FEAP 1).
2. Develop a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative (FEAP 2).
3. Deliver engaging lessons that employ higher order questioning and connect to students' experiences (FEAP 3).
4. Collect and analyze formative student data to diagnose student needs and lead them to mastery (FEAP 4).
5. Articulate personal goals for improvement and strategies used to collaborate with teachers to improve learning for all students (FEAP 5).
6. Display high moral standards that adhere to the Florida Code of Ethics and the Principles of Professional Conduct of the Education Profession (FEAP 6)

Course Textbook(s) and/or Other Assigned Reading Elementary Education Program Internship Handbook

Weekly Schedule of Topics Weekly Schedule of topics discussed in seminars will include a variety of professional issues that would typically arise in response to student field-based experiences. Below is a sampling:

school cultures / collaborating with professionals
 implementing culturally and linguistically responsive classroom practices
 differentiating instruction
 active observation
 introduction to coaching
 introduction to FEAPs-based teaching practices
 strengths and needs for FEAPs based teaching practices
 high leverage teaching practices
 informal assessments to guide practice
 active learning components and engagement strategies
 principal panel tips for job interview and first year of teaching

Grading Scheme The university supervisor, based on observations and the recommendations of the mentor teacher, is responsible for final evaluation of the intern's performance in both the senior year fall and spring semesters when this course is taken. The grading system used for final evaluation is S (Satisfactory) or U (Unsatisfactory).

Grades of Satisfactory

This course is taken twice, first in fall semester and then again in spring semester, to create a year-long internship. The expectations increase the second time in the course.

To receive a grade of satisfactory during the fall semester of internship, the student must complete all requirements including (1) acceptable performance as measured by indicators on the final intern evaluation form at the "Developing" level, which is based on the FEAPs (2) receive no indicators in the "Unsatisfactory" category of any section or if a rating of "Unsatisfactory" is received, create a written plan that is approved by the mentor teacher and supervisor for how the intern will target receiving an accomplished rating by the end of the spring semester, (3) complete all work as outlined in the assignment section, and (4) consistently attending and participating in seminar sessions.

To receive a grade of satisfactory during the spring (final) semester of internship, the student must complete all requirements including (1) acceptable performance as measured by indicators on the final intern evaluation form at the "Accomplished" or "Exceptional" level, which is based on the FEAPs, (2) receiving no indicators in the "Unsatisfactory" category of any section, (3) completing all work as outlined in the assignment section, and (4) consistently attending and participating in seminar sessions.

Across both semesters that the internship is taken, students must complete each assignment as per specific guidelines that will be distributed in class. Completion of each assignment must show demonstration of all assignment criteria in order to receive "Satisfactory." If they do not meet all assignment criteria, students are supported by their university supervisor with feedback in order to demonstrate meeting competencies in the course. Students are supported in their performance through an observation/feedback coaching cycle by their university supervisor. They are provided supportive feedback and constructive feedback until they reach the expected level of implementation

for course requirements. Rubrics for observation and reflection journal and lesson planning, implementation, and reflection cycles will be provided in the intern handbook.

Grades of Unsatisfactory

A grade of unsatisfactory will be assigned if the intern did not meet one or more of the requirements of the internship as outlined in the "Satisfactory" category. Interns receiving grades of unsatisfactory must repeat the internship as determined with the program coordinator.

Course Assignments:

Observation and Reflective Journal. Building on the "Becoming a Keen Observer" and "Becoming a Reflective Practitioner" assignments completed in EDE 3XXX: Clinical Rotations in Diverse Elementary School Contexts, you will complete and submit one observation and reflective journal entry each week of the internship experience. As noted in prior coursework, the purpose of keeping a journal is to help you organize and reflect on your experiences in the program. Journaling is meant to be a tool for you to make a record of what you learn and what you think about the things you learn. Reflective professionals (those who self-consciously examine their beliefs and practices) are much more effective than technicians (those who mindlessly implement systems designed by others). Keeping a journal in which self-conscious examination is expected is one way to encourage your development as a reflective professional. Suggested prompts for each week's observation and reflection journal entries will be provided in the internship handbook. These prompts serve to connect what you have learned and will be learning in your equity pedagogy courses and other coursework to your experiences as an intern. You can make entries that are related to these prompts and include other comments and reflections you may have. You must submit one observation and reflective journal entry for each week of your internship experience, along with your schedule for the following week. Your university supervisor will respond to each journal entry and use this mechanism as a communication tool throughout the course of the internship. In some instances, mentor teachers may also engage in journaling with you, creating a triad journaling experience between the intern, mentor, and university supervisor as all endeavor to create more equitable learning experiences for all children in the internship classroom.

Lesson Planning, Implementation, and Reflection Cycles. During your internship, you will collaborate with your mentor teacher to plan, teach, and assess several individual, small group, and whole class lessons each week. Early in the internship, planning responsibilities will rest primarily with the mentor teacher who will direct you in ways to assist in the delivery of the lessons. As the internship year progresses, planning responsibilities are shared between the mentor teacher and intern, with intern planning responsibilities gradually increasing over the course of the internship year, as you work together with your mentor teacher to design, teach, assess, and reflect upon lessons to meet the unique learning needs of each child in your classroom.

While you will plan and co-teach many lessons with your mentor teacher over the course of the internship, you will select 6 times (2 in the fall and 4 in the spring) for your mentor teacher and university supervisor to conduct formal observations of a lesson planning, implementation and reflection cycle, for a total of 12 formal observations (6 completed by the mentor teacher and 6 by the university supervisor). This cycle includes:

The negotiation of content/activities of each observation lesson with the mentor teacher,
The construction of a written lesson plan using the template provided in the internship handbook (for supervisor observations, the lesson plan should be provided to the supervisor at least 24 hours in advance of the scheduled observation),
The implementation of the lesson. For lessons observed by the mentor teacher, the mentor teacher will complete the mentor teacher observation form provided in the internship handbook. For observations by the supervisor, the supervisor will observe the lesson and provide feedback in a post-observation conference.

After receiving feedback from the mentor teacher or supervisor, the intern constructs a written reflection on the implementation of the lesson and feedback provided using the reflection template located in the internship handbook. This reflection, along with the mentor teacher observation form (for cycles conducted with the mentor teacher), is submitted to the university supervisor within 48 hours of the observation. The supervisor provides a response to each reflection, completing the lesson planning, observation, and reflection cycle.

Intern Assessment Conference. Interns will participate in a formal assessment conference with the

mentor teacher and the university supervisor at the mid-term and near the end of the fall and spring semesters. At the midterm conference, the mentor and supervisor use the intern evaluation form to provide formative feedback to the intern and set goals for the remainder of the internship semester. At the end of semester conference, the mentor and supervisor complete the intern evaluation form and share their assessment of the candidate's performance with the intern. This evaluation form is provided in the intern handbook and includes the Florida Educator Accomplished Practices (FEAPs) that are required to be mastered by all entry-level educators for Elementary Education certification in the state of Florida. The rating guide framework below will be used to evaluate intern performance on tasks assessing specific FEAP indicators covered in the internship course. The language of each FEAP indicator completes the statements.

Exceptional: The candidate extensively integrates knowledge to be able to _____. The candidate is prepared to apply this skill in a practical setting.

Accomplished: The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.

Developing: The candidate is acquiring the necessary knowledge to _____. The candidate is not yet prepared to demonstrate this skill in a practical setting.

Unsatisfactory: The candidate demonstrates little knowledge of how to _____.

As appropriate for this point in your development toward becoming a professional teacher, only the ratings of Developing and Unsatisfactory will be available on the evaluation during the fall semester of the internship. If any unsatisfactory ratings are received in the fall, interns will complete a written plan for ways they will target unsatisfactory ratings during the spring semester internship to achieve an accomplished rating by the end of the internship year.

During the spring semester of internship, all ratings are available to document candidate performance: Exceptional, Accomplished, Developing, and Unsatisfactory. Ratings of "Exceptional" are used sparingly. "Accomplished" is the target level of performance during the culminating field experience. Candidates must achieve Overall Domain ratings of at least "Accomplished." If any Overall Domain rating is documented at the "Unsatisfactory" or "Developing" level, the program must determine whether remediation during the experience is possible or whether the candidate must repeat the entire culminating internship experience.

Instructor(s) Lina Burklew

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes