

Cover Sheet: Request 11453

Integrated Teaching in Elementary Education

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Judith Traveis JudyT@coe.ufl.edu
Created	2/6/2017 11:00:47 AM
Updated	2/23/2018 2:48:32 PM
Description of request	Change the credit hours of EDE 4942 from a 3 credit course to a 2 credit course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	Ester De Jong		2/6/2017
No document changes					
College	Approved	COE - College of Education	Nancy Waldron		2/23/2018
EDE 4942 Syllabus revised.docx					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/23/2018
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|Modify for request 11453

Info

Request: Integrated Teaching in Elementary Education

Description of request: Change the credit hours of EDE 4942 from a 3 credit course to a 2 credit course.

Submitter: Nancy Waldron waldron@coe.ufl.edu

Created: 2/23/2018 2:41:54 PM

Form version: 6

Responses

Current Prefix EDE

Course Level 4

Number 942

Lab Code None

Course Title Integrated Teaching in Elementary Education

Effective Term Earliest Available

Effective Year Earliest Available

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix? No

Change Course Level? No

Change Course Number? No

Change Lab Code? No

Change Course Title? No

Change Transcript Title? No

Change Credit Hours? Yes

Current Credit Hours 3

Proposed Credit Hours 2

Change Variable Credit? No

Change S/U Only? No

Change Contact Type? No

Change Rotating Topic Designation? No

Change Repeatable Credit? No

Change Course Description? No

Change Prerequisites? No

Change Co-requisites? Yes

Current Co-requisites LAE 4314 and SSE 4312

Proposed Co-requisites EEX4905.

Rationale In 2016 the Elementary Education program reduced the total credit hours from 124 to 120. As part of this change, practicum was redesigned across multiple semesters/courses. As a result, a reduction in the credit hours assigned for this should be changed to better reflect the current requirement.

EDE 4942
Integrated Teaching in Elementary Education
Fall/Spring - year

Name	Email	Office Hours
EDE 4942 – Field Adviser: TBA		

This practicum course is designed as an integrated field experience embedded within both a local elementary school and an array of methods courses. The purpose of the practicum is to promote intensive professional development and collaboration between prospective and practicing elementary school teachers in the whole school community context. Teacher candidates will gain competence in the planning for, teaching, and assessment of diverse students in school settings. During this semester, candidates collaborate with another co-teaching partner to practice using various models of co-teaching and a variety of instructional strategies to support the learning of ALL students in their classroom, including ELLs, Gifted, ESE, and students who live in poverty.

The teacher candidate's field experience (EDE 4942) consists of a minimum of 16 hours per week during the semester. This time is spent in the classroom with additional time required for planning, analysis of activities, and travel. Your course instructors, field adviser, mentor, and other educators in the school communicate so that what is being taught during the semester can be implemented at some level in the classroom.

Course Objectives

During this course, students are expected to:

- Plan lessons using the UEP Lesson Plan template that identify content standards, assessments, and related activities.
- Develop a repertoire of classroom management skills and strategies.
- Design a plan for co-teaching a collaborative lesson, and discuss reflections on a co-taught lesson with your supervisor.
- Outline strategies for differentiating instruction and accommodating diverse learners, including ELLs, Gifted, ESE students, and students who come from poverty.
- Implement formative and summative assessments in a co-taught lesson that connect to Florida State Standards, and discuss reflections on how the lesson went with your supervisor and co-teacher.

Course Texts/Reading

Required:

Dana, N. F. & Yendol-Silva, 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.

Credits

EDE 4942 is a two-credit pass/fail course that focuses only on your teaching placement and your performance of Florida Educator Accomplished Practices (FEAPs). Attendance, punctuality, and “above and beyond” levels of professional participation are essential to passing this course. The co-requisite course is EEX 4905 and many assignments and activities are closely coordinated between the two in order to support the practicum placement in EDE 4942.

Requirements and Assignments for EDE 4942

All requirements and assignments for EDE 4942 are non-graded, as this is a pass/fail course; however, as stated above an emphasis will be placed upon your performance within your teaching placement and the Florida Educator Accomplished Practices (FEAPS).

1. **Complete a minimum of 16 Field Hours per week for 14 weeks** (exact schedules vary per semester due to UF and Alachua County school holidays)
2. **3 Mentor Teacher Observations** of your lesson preparation, co-teaching, student assessment, and reflective ability (your Mentor Teacher observes you teaching). One is a formal UEP lesson and the others are less formal taught during your classroom routines.
3. **3 Field Advisor “UEP” Observations** of your lesson preparation, co-teaching, student assessment, and reflective ability (your Field Advisor observes you teaching). When applicable at least two of these can be connected to assignments in your semester academic courses.
4. **Two observations of other classrooms** - You will observe classrooms different than your own, such as ESE, Title One, ESOL, Gifted, Resource, or classes of other grade levels. During the observation you will complete an observation protocol.

Grading Criteria

SATISFACTORY (S) grades will be given if:

- There is no more than 1 unexcused absence and all field placement hours have been satisfied.
- All assignments and paperwork are turned in on time
- Lesson Plans are turned in 2 business days in advance of scheduled observations
- Students display professionalism in their interactions with mentor teachers, supervisors, K-12 students, and the co-teacher partners
- Performance on FEAPS (based on UEP supervisor observations) are rated at “developing” or higher on the “Instructional Design and Planning” domain (FEAP 1) and the “Learning Environment” domain (FEAP 2)

UNSATISFACTORY (U) grades will be given if:

- There is a record of more than 1 unexcused absence and documented problems with meeting all field placement hours.
- Assignments and paperwork are turned in late more than one time after a reminder

- Lesson plans are not turned in 2 business day in advance in order for supervisor to provide feedback
- Assignments are of poor quality after the opportunity to resubmit after feedback
- Performance on FEAPS (based on UEP supervisor observations) are rated with a majority at the level of “unsatisfactory” on the “Instructional Design and Planning” domain (FEAP 1) and/or the “Learning Environment” domain (FEAP 2)
- There is a pending Performance Improvement Plan in place for lack of professionalism

EDE 4942 for Policies

Attendance: Attendance in your placement is required and considered integral to your professional development, as well as to the success of your students and colleagues. All hours across the semester are required (16 hours per week for the duration of the placement). Any placement hours missed, must be made up; failure to do so **could lead you to be considered for an official Performance Improvement Plan (PIP).**

Academic Honesty: Students are bound by the guidelines and regulations established by the University of Florida’s policies on academic honesty and integrity. UF students agree to uphold the tenets of the Student Honor Code and violations will be addressed appropriately. The following is **The Honor Code as stated in the student handbook (UF, 2008, 6C1-4.041): We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”** Each of us is held accountable for the enforcement of UF policies. Examples of violations include plagiarism, unapproved collaboration on projects, submission of any part of another student’s work (past or present), using significant portions of text found on websites or in other resources regardless of correct citations, and collaboration and discussion on out-of-class activities. For more information, please review the guidelines on: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

Accommodations: Students requesting accommodations as a result of a disability should consult with the instructor and contact the Office of the Dean of Students, Services for Students with Disabilities of The University of Florida (<http://www.dso.ufl.edu/drc>). An official letter outlining authorized accommodations will be provided when requested. If you have a need for accommodations, please schedule a meeting during office hours after receiving documentation from the Dean of Students office.

Student Health, Counseling, and Wellness Services: Students with academic concerns related to this course should contact the instructor in person or via email. Students also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling and Wellness Center, 352-392-1575. Visit their website for more information: <http://www.counseling.ufl.edu/>. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: 352-264-6789.

Quality of Writing: All students must demonstrate competence in writing. Ability to write lesson plans will be a part of this course and can affect your success in this field experience. Please proofread all writing at least twice before turning it in. All typewritten work should be 12-point, Times New Roman font and double-spaced with 1-inch margins all around. Be sure your work includes your name, subject, and page numbers in the heading. Please consult our Canvas page for additional writing tips and guidance when using APA style.

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Meeting the Florida Educator Accomplished Practices (FEAPs)

In this course one or more assignments have been selected as key tasks that will assess your mastery of knowledge, skills, and/or dispositions that the State of Florida requires of all entry-level educators. These assignments were specifically selected because they align with the Florida Educator Accomplished Practices (FEAPs).

Your mastery of each Indicator will be measured by your performance on a task/assignment. To pass this course, you must successfully complete all Key Tasks and receive a rating of “Developing” or “Accomplished.” No exceptions will be made to this rule, even if you do not plan to practice in Florida after graduation or do not apply for state certification.

Students who receive an “Unsatisfactory” rating will be offered a chance to redo the task or assignment or, in some cases, to complete a comparable task assigned by the instructor. Students who do not complete their makeup work satisfactorily will receive a failing grade at the instructor’s discretion.

The rating guide framework below will be used to evaluate your performance when assessing specific FEAPs indicators covered in this course. The language of each FEAP Indicator completes the statements. For more information, please visit the Educator Assessment System Student Portal at: <https://my.education.ufl.edu/>.

Examples of Rating System Language

Exceptional	<i>The candidate extensively integrates knowledge to be able to _____. The candidate is prepared to apply this skill in a practical setting.</i>
Accomplished	<i>The candidate demonstrates knowledge of how to _____. The candidate is prepared to apply this skill in a practical setting.</i>
Developing	<i>The candidate is acquiring the necessary knowledge to _____. The candidate is not yet prepared to demonstrate this skill in a practical setting.</i>

Unsatisfactory

The candidate demonstrates little knowledge of how to _____.

Assignment/Task Descriptions as Aligned to FEAPs for EDE 4942

(1) **Observations and Lesson Planning:** During the field-experience, the Field Advisor will conduct at least three observations of the teacher candidate planning and co-teaching lessons using the UEP Lesson Planning and Observation System. The nature of the activities will vary according to the setting and should be part of the classroom routine. Each formal observation visit should include a pre-conference, observation, and post-conference between the field advisor, teacher candidate, and whenever possible, the mentor teacher. The Field Advisor will collect lesson plans and a protocol with observational data coded by domains for Lesson Planning and Designing Instruction and Assessment for Student Achievement (Domain II), creating a culture for learning (Domain I), instruction and assessing for student achievement (Domain III) and professional commitment (Domain IV). *2012 FEAP 1a, 2012 FEAP 1b, 2012 FEAP 1c, 2012 FEAP 1d, 2012 FEAP 1e, 2012 FEAP 1f, 2012 FEAP 2a, 2012 FEAP 2b, 2012 FEAP 2c, 2012 FEAP 2d, 2012 FEAP 2e, 2012 FEAP 2f, 2012 FEAP 2g, 2012 FEAP 2h, 2012 FEAP 3a, 2012 FEAP 3b, 2012 FEAP 3c, 2012 FEAP 3d, 2012 FEAP 3e, 2012 FEAP 3f, 2012 FEAP 3g, 2012 FEAP 3h, 2012 FEAP 3i, 2012 FEAP 3j, 2012 FEAP 4a, 2012 FEAP 4b, 2012 FEAP 4c, 2012 FEAP 4d, 2012 FEAP 4e;*

(2) **Post-observation conferences** will provide the candidate the opportunity to reflect on co-teaching, inquiry and professional growth into their own practice, and professional behaviors. *2012 FEAP 5a, 2012 FEAP 5b, 2012 FEAP 5c, 2012 FEAP 5e, 2012 FEAP 5f*

(3) **Observations of Other Classrooms:** Candidates will observe two other classrooms at their school settings and complete an observation protocol focused on instruction and classroom environment. While this assignment is not assessed using FEAPS, it does help students gain an understanding of indicators associated with FEAPS 2, 3, and 4.