



COURSE SYLLABUS

Instructor	Dr. Amber Brown	Term & Year:	Spring 2026
Office Number:	EDU 202P	Class Meeting Days:	Mondays
E-Mail:	Anbrown5@usf.edu	Class Meeting Time:	11:00-12:15 PM
Office Hours:	Mondays 10-11 AM	Class Meeting Location:	EDU 413
	Or by Appointment	Delivery Method:	In Person

➤ Internship: Wednesdays & Thursdays 7:00 am – 3:00 pm, Hillsborough County Public

I. Welcome!

This is a required course for all Early Childhood Education Majors. As prospective teachers of young children, this course will provide you with an internship opportunity to work within a primary grade (K-3) classroom. In addition, seminar meetings will provide a platform for you to develop your professional communication skills while sharing and reflecting on your experiences.

This is a field-based course. If you intend to withdraw from this course after the drop/add date, you should inform your instructor before doing so as it may impact your ability to gain placement in a future term.

This course requires fingerprinting. You will be informed via email by Student Academic Services regarding your need to fingerprint.

II. University Course Description

Field placement in kindergarten or primary grade where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing deeper understanding of children's development and implications of development for program planning for both all children. Early Childhood Education majors only.

III. Course Prerequisites

EEC 4941 Field Experiences I

IV. Course Purpose

This course is a part of Level 2 semester within the Early Childhood Education program. The Level 2 courses draw from research in the field of early childhood education, early childhood special education, early literacy, and English speakers of other languages to engage pre-service teachers in comprehensive and differentiated instruction. Particular focus is given to exploring various ways of utilizing assessment as part of the instructional cycle, teaching children how to read, utilizing appropriate children's literature in writing instruction, and working with children with special needs or children with ESOL background. Level 2 coursework is embedded within a primary grade internship (K-3), providing pre-service teachers with the opportunity to situate teaching and learning within school contexts. Pre-service teachers in the Early Childhood Education program are required to demonstrate competency in Florida Educator Accomplished Practices (**FEAP**); and English Speakers of Other Language (**ESOL**) throughout the program.

Level 2 FEAP. The Level 2 courses are intentional about addressing and documenting the following FEAP standards:

1. **Instructional design and lesson planning:** Applying concepts from human development and learning theories, the effective educator consistently:
 - e. Uses diagnostic student data to plan lessons
2. **The learning environment:** To maintain a student-centered learning environment that is safe, organized, flexible, and collaborative, the effective educator consistently:
 - 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:
 - c. Identify gaps in students' subject matter knowledge
 - f. Employ questioning that promotes critical thinking
 - h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
 - 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
 - d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge
5. **Continuous professional improvement:** The effective educator consistently:
 - 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

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

Level 2 ESOL. The Level 2 courses are intentional about addressing and documenting the following ESOL standards:

2.3. Second language literacy development: Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

3.2. Standards-based ESL and content instruction: Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher will support ELLs' access to the core curriculum by teaching language through academic content.

V. Course Topics

Throughout the course, students will be taught to:

1. Address lesson planning and instructional delivery that aligns concepts with state/national standards to meet related student's needs.
2. Examine subject matter context embedded in lesson plans and instructional delivery.
3. Illustrate intentional teaching strategies in practice, including modifying instruction in response to students, employing higher-order questioning, and utilizing student's feedback to monitor learning needs to enhance learning.
4. Address ways to utilized technology to assist students engage in high-quality interactions to achieving educational goals.
5. Promote reflective practice and teaching as inquiry to foster ongoing professional growth.

VI. Student Learning Outcomes

By the end of the course, students will be able to:

1. **Assess and Respond to Student Learning Needs.** Analyze and use diagnostic data from multiple assessments, including student feedback, to identify student learning needs, monitor progress, and adapt instruction accordingly. (FEAP 1e, 3c, 3j, 4a; NAEYC 1a, 1b, 1c, 3a, 3b, 5a, 5b; CF 2, 4, 6; ESOL 2.2, 2.3, 5.3)
2. **Differentiate Instruction for All Learners.** Design and implement differentiated instruction and assessments based on students' strengths, levels of knowledge, and current needs in a welcoming learning environment. (FEAP 2h, 3h, 4d; NAEYC 1a, 1b, 1c; CF 2, 5, 6; ESOL 3.2, 4.2)
3. **Integrate Technology and Assistive Tools.** Utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (FEAP 2i; NAEYC 4b, 4c; CF 3, 6; ESOL 3.3, 4.2)
4. **Engage in Collaborative and Reflective Practice.** Demonstrate commitment to continuous professional development and research-based practices, collaborate with

colleagues to analyze data and improve instruction, and engage in reflective practice to support student achievement and continued professional growth. (FEAP 5c, 5f, 6; FLCS 3, 5; NAEYC 3c, 3d, 4b, 4d, 5c, 6c, 6d, 6e; CF 1, 2, 4, 5, 6; ESOL 1.1, 3.1, 4.1, 5.1)

5. **Demonstrate Professionalism and Ethical Practice.** Document understanding of the early childhood profession and demonstrate awareness of and commitment to the profession's code of ethics. (FEAP 6; NAEYC 6a, 6b; CF 5)

** CAEP – Council for Accreditation of Educator Preparation; CF – College of Education Conceptual Framework; ESOL – English Speaker of Other Language Endorsement Competencies; FEAP – Florida Educator Accomplished Practices; FLCS – Florida Subject Area Competencies and Skills; FREC – Florida Reading Endorsement Competencies; NAEYC – National Association for the Education of Young Children*

VII. Required Texts and/or Readings and Course Materials

- USF College of Education polo shirts will be worn during the internship.
- Additional readings will be assigned by the instructor throughout the semester.

VIII. Grading Scale

Pre-service teachers will receive a final **“Satisfactory” or “Unsatisfactory”** grade for this course. Evaluation will be holistic, covering the entire experience. Pre-service teachers are provided multiple opportunities to demonstrate professional educational competencies and skills for teacher certification. This will include (but are not limited to): school attendance records, seminar attendance and participation, course assignments, observation records, participation in post-teaching conferences, mentoring teacher feedback, and midterm/final evaluations. Pre-service teachers should “pass” each and every criteria in order to complete the course with a **“Satisfactory”** grade. **All pre-service teachers must be rated 3 or higher on the Level 2 FEAPS in order to receive a “Satisfactory”.**

IX. Assignments

A. **Level 2 Critical Task**

This critical task requires pre-service teachers to integrate knowledge and experiences across Level 2 coursework. Components of the task will be completed across coursework as required in each course syllabus. At the end of the semester, Teacher Candidates (TC) will submit the following assignments from each course to **“EEC 4942 Level 2 Critical Task”** via the Campus portfolio. The rubric is attached at the end of this syllabus, and more details will be provided in class.

A-1. Writing Lesson (EEC 4008)

A-2. Student Assessment Portfolio (EEC 4613)

A-3. Final Presentation (EEC 4942)

Teacher Candidates will prepare a presentation (powerpoint, canva, etc.) that documents how they have integrated Level 2 coursework within their field experiences, especially how they have differentiated their instruction to facilitate all students' learning. The following elements should be included in the presentation.

- 1) **Classroom Description:** Provide sufficient details of your Level 2 internship classroom. Information could be drawn from the following:
 - a. Initial visit data (EEC 4942)
- 2) **Focal Children Portfolio:** Introduce the focal children. Each TC will have 2 focal children. Be sure that 2 focal children should represent distinctive need(s) regarding differentiated instruction. Information could be drawn from the following:
 - a. Student assessment portfolio (EEC 4613)
- 3) **Focal Children Differentiated Instruction:** Describe how you have differentiated your instruction to meet the need(s) of your focal children, and how you have documented their learning. Information could be drawn from the following:
 - a. Writing lesson (EEC 4008)
- 4) **Reflection:** Reflect on your teaching experiences from the Level 2 coursework. Explain what you have learned regarding differentiated instruction, and how you were able to facilitate all student's learning within your internship classroom. Information could be drawn from the following:
 - a. Writing lesson analysis (EEC 4008)
 - b. Student assessment portfolio (EEC 4613)

B. Successful Completion of Level 2 Internship

Level 2 internship begins January 29th and ends on May 1st. You will attend your assigned internship classroom **every Wednesday and Thursday 7:00-3:00**. If any of these internship hours and days are missed, they must be made up within a two-week period. During the internship days, TCs should follow the host school calendar. TCs are not required to report on USF observed holidays in the case that they conflict with the host school calendar. Make sure that you complete a log sheet for each visit and receive verification from your mentoring teacher. *'Attendance Verification Form' will be provided and shall be submitted to the instructor by the end of the semester.*

B-1. Initial Site Visit Summary

Each pre-service teacher is required to make an initial site visit on **January 15th, 16th, 22nd, or 23rd**. to meet his/her mentoring teacher, obtain the classroom schedule and gain insight into the learners and context he/she will be working in and write a summary on the information obtained. Guidelines for this assignment is provided on the *Initial Site Visit Guidelines* posted on CANVAS.

B-2. Lesson Planning, Implementation, and Reflection

Each pre-service teacher is required to plan, implement, and **reflect** on two (2) official lessons that will be observed and evaluated by the mentor teacher and/or the university supervisor. These official observations could be from any approved lesson plan from your Level 2 coursework. All suggested changes from each course instructor shall be made in your lesson implementation. The official lessons may be whole group or small group instruction.

The date/time of lesson implementation shall be scheduled in communication with your mentor teacher and your university supervisor, and thus will vary individually. It is your responsibility to communicate and confirm the schedule at all times. Upon setting the schedule, you are required to share a lesson plan **at least 48 hours prior** to your lesson implementation date to both your mentoring teacher and university supervisor for their feedback and/or approval.

The observation will be an in-person observation by the university supervisor, and a goal setting plan will be developed collaboratively with the university supervisor and your mentoring teacher as necessary. Video-taped observations are also allowed depending on scheduling needs and/or any other circumstances as deemed necessary by all stakeholders. Upon completion of the lesson, you will have a conference with the university supervisor, where you are expected to critically reflect on your lesson.

B-3. Observation Feedback/Coaching from University Supervisor & Mentoring Teacher

As the lesson is implemented, each pre-service teacher will receive observation feedback/coaching from the mentoring teacher as well as the university supervisor. The observation feedback/coaching tool will be reviewed in class. *Note that, this means you will receive feedback on 1 occasion, for the implemented lesson; They shall be submitted to the instructor by the end of the semester.*

B-3. Midterm and Final Evaluation from University Supervisor & Mentoring Teacher

Both at the mid-point and at the end of the semester, the mentoring teacher as well as the university supervisor will complete an evaluation on your performance. **You must receive a minimum score of three (3) for each indicator on the final evaluation in order to successfully complete the internship. They shall be submitted to the instructor by the end of the semester.**

C. Participation and Professionalism

This course will be conducted as a collaborative and reflective learning experience. Course contents and activities are based on the principles of constructivism that embody active learning strategies and your ownership of learning. Adequate preparation and participation is expected for everyone, each and every day. Read assigned materials in advance with sufficient comprehension so that you are ready to participate actively and

knowledgeably in class activities and/or discussions. Furthermore, open minded exchange of ideas and opinions is a cornerstone of constructive and reflective learning. All individuals associated with this course will be accorded courtesy and respect at all times. Although we may not agree or reach the same conclusions, we agree to respect others and value their experiences and views.

C-1. Seminar Attendance

Pre-service teachers are expected to attend all seminar sessions, assigned by their supervisors. The instructors should be notified in advance of any intended absences (i.e., religious observance, family event, etc.) or as soon as possible in the case of unavoidable illness, child care or transportation problem, or other unforeseen crises. It is also your responsibility to get the missed information from the peers. During all sessions, the instructor will distribute an attendance sheet to be signed in. It is your responsibility to ensure that you have signed in. If your name hasn't been signed, you will be marked as absent. Arriving late or leaving class early is also considered toward time absent from class, such that two events will be considered as one absence. **If more than two class sessions are missed, you may not pass the course.** Exceptions to this policy will rarely be approved by the instructor and will occur only under extremely unusual, documented circumstances.

C-2. Field Attendance

Pre-service teachers are required to attend and fulfill internship hours at each of their field placements. For any emergency reason when you are unable to attend on your scheduled day, you must contact your mentoring teacher and university supervisor as soon as possible. Permission for any planned absence must be approved by both the mentoring teacher and university supervisor. Regardless of the reason, any hours missed must be made up to meet the required numbers of hours, and rescheduling should be done in consultation with your mentoring teacher in a way that is respectful to the class and children. Your university supervisor must also be notified of the details pertaining to make-up hours. Missed hours must be made up within 2-weeks period unless approved otherwise by the mentoring teacher and university supervisor. Absences and tardiness in your field placement will be considered in your dispositions assessment. If your field placement date is a university designated holiday, you are not required to attend your field placement.

C-3. Professionalism in the Field

Professionalism is a serious issue for interns preparing to be teachers. These aspects of our professional expectations will be assessed in our evaluations of you (both by your mentoring teacher as well as your university supervisor). If you need to be reminded of professional expectations more than twice, **you will be called to a departmental professional standards committee.** Professional and ethical behaviors that are expected at all times include (but not limited to):

- Arriving on time.

- Staying until the appropriate time.
- Giving effort to your work in the interests of children's learning (when you are working with the children, you are focused on this).
- Ethics: You will not criticize a child in front of other children or other families, or otherwise refer to the child in a negative manner. Further, there should not be a talk about a child unless he/she is engaged in the conversation, or if it is a confidential conversation in the educational interest of the child.
- Following through with lessons when you have planned and agreed to do so.
- Realizing that everything that you do in the classroom is in the interest of the young children; realizing that they take priority over your own learning needs.
- Dressing professionally when working with children and families – you should consult the administration of the school for guidelines, but you should also understand that you represent USF and we would like to see your best, most professional and presentable self (EVEN IF other teachers in the school do not seem to comply!). No shorts or short skirts; no sleeveless or low-cut shirts; be sure that skin on your back is always covered no matter what physical position you may be in (i.e., bending over); no shirts with graphic art that may have messages with sexual content or that advertise products; no heels over 3 inches; no flip-flop sandals. If your teacher, administrator, or university professor observe that you are not professionally dressed, you will be spoken to (and this is almost always embarrassing for both of us), and you can also be expected to be sent home to change before returning to the classroom. Time missed due to this incident will be considered absent from field placement, and you will be required to make up this absence at a later time.
- Providing support to young children while maintaining a professional demeanor. As a teacher, you should have consistent high expectations for students' academic work and behavior. Your relationship with children should be warm, supportive, and nurturing, but you should also have 'professional distance'.
- Professional distance is particularly important when it comes to your interactions with students both in person and through virtual means. USF and Hillsborough County Schools have very strict policies relating to interactions between teachers (including interns) and their students through social media. Interns may NOT email, text, X, or befriend student through Facebook. Interns may email the parents of the students in their class, with permission form, and in collaboration with, the mentoring teacher, and only as the subject matter relates to the educational interest of their child.
- Supporting the teachers' classroom instruction and management.
- Wisely using classroom/school resources.
- Not using the school phone or internet for personal use unless it is an emergency and is approved in advance by school personnel; not using your mobile phone in the classroom or on school property unless it is an absolute emergency.

C-4. Additional Expectations include (but not limited to)

- Completing all assignments
- Personal integrity
- Contribution to small and/or whole group works
- Openness to constructive feedback and willingness to make suggested changes
- Consideration, caring, and sensitivity to others (i.e., peers and instructor)
- Evidence of a continuous process of self-exploration and reflection
- Practice of ethical and moral professional behaviors
- Maintaining confidentiality of classmates and case examples

X. Grade Dissemination

- You can access your scores at any time using “Grades” in CANVAS.

XI. Grading Scale

Grading Scale (%)			
70-100	S	0-69	U

NOTE: Retain all your assignments for the semester, including those that are graded and returned.

XII. Grade Categories and Weights

ASSESSMENT	PERCENT OF FINAL GRADE
WEEKLY SEMINAR ENGAGEMENT • Attendance and Preparation • Participation • In class assignments	10%
FIELD EXPERIENCE ENGAGEMENT • Initial Visit Report • Weekly attendance ○ Mid-term time sheet ○ Final time sheet • Mid-term Self-Evaluation and MT feedback • Final Self-Evaluation and MT Feedback	30%
OBSERVATION CYCLE #1 • Lesson Plan (original and revised) • Pre-Conference Journal • MT and Supervisor Feedback • Post-Conference Reflection	20%

OBSERVATION CYCLE #2	20%
• Lesson Plan (original and revised) • Pre-Conference Journal • MT and Supervisor Feedback • Post-Conference Reflection	
CRITICAL TASK PRESENTATION	20%
TOTAL	100%

XIII. Assignments

Weekly Seminar Engagement (5 Points per class)

For learning to happen in any course, you must take an active role in the process. For this class, you are expected to come to class prepared and ready to learn, which requires you to read and to study the assigned reading before you come to class. Being prepared for class enables you to construct a knowledge base upon which subsequent learning builds.

Your active participation is essential for your success in this course. Come prepared and be ready to engage in respectful and insightful discussion. Lack of participation in class discussions and activities will affect your grade for the day. Additionally, leaving class early or arriving late is also considered time absent from class, and your engagement grade for that day will be reduced. If you are absent, you will receive a zero for class engagement that day, regardless of the reason. These points cannot be made up. However, if you are absent, you will be responsible for a make-up assignment due within one week of your absence. More than two absences during the semester.

You will be responsible for completing various in class assignments. You must be present to complete the task. These assignments cannot be made up.

Weekly Field Experience Engagement (Point values vary, see Canvas)

To show you are actively engaged in your field experience, you will submit several pieces of evidence throughout the semester. These assignments include, but are not limited to your initial visit report, weekly attendance tracked on your time sheet, mid-term and final self evaluations, and mid-term and final MT evaluations.

Observation Cycles 1 and 2 (Point values vary, see Canvas)

To help you learn to plan, teach, and reflect effectively as an educator, you will engage in two formal observation cycles. Your supervisor may also conduct informal observations as needed. For each formal observation cycle, you will submit a thorough lesson plan (as approved by your content instructors) using the USF lesson plan template, a pre-conference journal, feedback from your MT and supervisor, and a post-conference reflection. In addition to these assignments, you will seek guidance from your MT to plan your lesson and then meet with your supervisor for a pre and post-conference to discuss the lesson plan and lesson delivery.

Critical Task Presentation (120 Points)

This critical task requires TCs to integrate knowledge and experiences across Level 2 coursework. Components of the task will be completed across coursework as required in each course syllabus. TC will combine features of assignments 1, 2, & 3 together into one presentation (PowerPoint, Canva, etc.) and voice record a 5 minute presentation for peers.

1. Writing Lesson & Analysis (EEC 4008)
2. Student Assessment Portfolio (EEC 4613)
3. Final Presentation (EEC 4942)

TCs will prepare a presentation that documents how they have integrated Level 2 coursework within their field experiences, especially how they have differentiated their instruction to facilitate diverse students' learning. The following elements should be included in the presentation.

1) Classroom Description: Provide sufficient details of your Level 2 internship classroom. Information could be drawn from the Initial visit data (EEC 4942)

2) Focal Children Portfolio: Introduce the focal children. Each TC will have 2 focal children. Be sure that 2 focal children represent distinctive need(s) regarding differentiated instruction. Information could be drawn from the Student assessment portfolio (EEC 4613)

3) Focal Children Differentiated Instruction: Describe how you have differentiated your instruction to meet the need(s) of your focal children, and how you have documented their learning. Information could be drawn from the Writing lesson (EEC 4008)

4) Reflection: Reflect on your teaching experiences from the Level 2 coursework. Explain what you have learned regarding differentiated instruction, and how you were able to facilitate diverse students' learning within your internship classroom. Information could be drawn from the Writing lesson analysis (EEC 4008)

XIV. Course Schedule

Week	Assignments Due	Observation Cycle	Content
1/12	• Read Syllabus • Read Level 2 Handbook • Attend Intern		• Course Introduction and Level 2 Overview • Field Placement Details
1/19	• Attend Intern Orientation		No Seminar (MLK).
1/26	• Initial Visit Report • Upload MT Class Schedule		• Level 2 Critical Task Overview • Florida Learning Standards

2/2			• Internship Experiences • Dev. Appropriate Practice • Observation Cycle Overview
2/9			No Seminar
2/16		<i>Cycle #1</i>	• Lesson Planning Overview • Observation Cycle 1 Begins
2/23		<i>Cycle #1</i>	• Lesson Planning Workshop • Potential Guest Speaker
3/2	• Midterm Evaluations	<i>Cycle #1</i>	• S.M.A.R.T. Goals • Midterm Evaluations
3/9	• Midterm Evaluations • Midterm Time Sheet Due 3/13	<i>Cycle #1/2</i>	• Promoting Positive Social Behaviors • Observation Cycle 1 Ends • Observation Cycle 2 Begins
3/16	No Class/No Field Experience - Spring Break		
3/24		<i>Cycle #2</i>	• Observation Cycle and Classroom Reflections
3/30		<i>Cycle #2</i>	• Final Presentation Preparation
4/6	• Final Evaluations (In Person)	<i>Cycle #2</i>	• Ending Internship Well • Observation Cycle 2 Ends
4/13	• Final Evaluations (Virtual) • Critical Task		• Final Presentation Preparation
4/20	• Final Evaluations (Virtual) • Final Time Sheet Due		No Seminar- Work Day

4/27	• ALL Critical Task components uploaded to Campus Folio by 5/1 at 11:59PM	Final Presentations (in person)
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* The instructor reserves the right to modify the course schedule and/or assign additional readings with adequate notice based on the rate of progress, student needs, and/or other unforeseen events.

XV. Course Policies

Attendance Policy

Students are expected to attend ALL sessions. The instructor should be notified in advance of any intended absences (i.e. religious observance, family event, etc.) or as soon as possible in the case of unavoidable illness, childcare or transportation problem, or other unforeseen crises. More than two absences may result in a grade of “U” for the course. Excessive absences or tardies (three or more), even for legitimate reasons, result in substantial portions of the course not being fulfilled and will result in a failing grade. Exceptions to this policy will rarely be approved by the instructor and will occur only under extremely unusual, documented circumstances. Students may be required to complete a make-up assignment for absences at the instructor’s discretion.

Assignment Due Dates

All assignments must be uploaded to Canvas by the due date/time indicated in this syllabus unless otherwise approved by the instructor beforehand. Late assignments will not be accepted more than three days past the original due date unless approval was provided in writing by the instructor prior to the due date. Assignments may not be revised for resubmission after the due date (unless otherwise specified).

Observations in the Field

Your supervisor reserves the right to observe your teaching at any point throughout the semester. Observations may be formal (planned) or informal (not planned). For this reason, it is important to communicate any and all absences to both your MT and supervisor, including times where you may be late on arrival. If the supervisor arrives to the school site, and you are not present without prior communication, your disposition assessment may be negatively impacted.

Critical Tasks

Students in the Early Childhood Education Program are required to successfully complete Critical Tasks in program courses to document meeting State of Florida teacher preparation standards. All tasks designated as Critical Tasks must be submitted to the Campus Portfolio. More details on Campus Portfolio will be shared.

All Critical Tasks assignments must be completed with a score of 3 or above on each criterion on the rubric in order to pass the course. In the event when your initial Critical Tasks assignment submission does not meet the required score of 3 or above, but you are passing the course otherwise, then you will be given feedback and will be offered an opportunity to revise and resubmit your assignment one additional time. In such case, the original score on the assignment will be used to compute the final grade for the course.

Professional Standards and Dispositions Policy: Students enrolled in teacher preparation degree programs in the College of Education or enrolled in such courses offered in the College are expected to demonstrate the professional dispositions outlined in the College's conceptual framework, and the professional behaviors defined by their academic department. It is the responsibility of students to exhibit ethical behavior and the highest standards of professional conduct. Depending on the nature and severity of the violation, the student may be placed on a course correction action or professional growth plan, placed on probation, or dismissed from the college. Students who wish to grieve probation or dismissal decision that is based on violation of this policy may do so using the Student Academic Grievance Procedures.

Each program will require students to sign a form indicating they understand that failure to adhere to the College's *Professional Disposition and Ethical Practices Standards Policy* may result in a professional growth plan, probation, or dismissal from the program. Students will be required to submit a copy of the signed document to the faculty advisor for specific degree programs. Students will be required to submit an electronic copy of the signed document to each course instructor through the Canvas Course website or as specified by course instructor. Students enrolled in initial teacher preparation programs will be required to complete a survey about their professional disposition and ethical standards at multiple points in their academic program.

Teacher Candidates are required to abide by the standards outlined in the USF College of Education Professional Disposition and Ethical Practices Standards Policy and Procedures, Social Media Policy and Contract, and will also be evaluated in terms of the aspects of professionalism outlined in the NAEYC Code of Ethical Conduct and Statement of Commitment. These aspects will be assessed in evaluations conducted by the cooperating teacher and university supervisor. If a TC needs to be reminded of professional expectations more than twice, he or she will be called to a USF Professional Standards Committee meeting in which the students' performance will be reviewed and a determination will be made regarding continuation in the Level II field experience. **If a teacher candidate displays lack of professionalism in field experience schools, he or she will not satisfactorily complete Level 2.**

Hillsborough County Public Schools Task Force Class Activity Statement: The Level 2 assignments has been approved through the Hillsborough County Public School 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 Hillsborough County Public Schools both want to ensure that student 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 identified the individual student and any student identifiable 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 instructor/ professor.**

CampusFolio

All assignments designated as critical tasks must be submitted to CampusFolio. Instructions for accessing the program can be found on our course Canvas page. Critical tasks must be completed with a score of 3 or above on each criterion in order to pass the course.

ESOL & Florida Educator Accomplished Practices Requirements

Please note certain assignments may serve as appropriate documentation for one or more of the Florida Accomplished Practices/ESOL Performance Standards.

Technology and Media

- **Live Video Conferencing.** The course requires synchronous meetings via live video conferencing. The course instructor may utilize various video conferencing tools in the duration of the course.
- **CANVAS.** This course will be offered via USF's learning management system (LMS), Canvas. Students are also responsible for information that is emailed to their CANVAS account or their USF email account. Please check them regularly. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.
- **Instructor Email Correspondence.** Instructors typically respond to emails within 48 hours Monday-Friday. Please note that instructors may not be available on weekends, but will respond to weekend emails on Monday.
- **Use of Photographs, Audio, and Video.** Any student (PreK-12) identifiable 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 instructor. Photographs, audio, or video recordings done involving preschool classrooms can only be used for the purposes of this course and in the case that permission has been granted to use those items for the course.
- **COEDU Social Media Policy.** It is understood that TCs might use social media and networking sites, message boards and other forums, personal websites, and blogs, but it is important to use these sites with caution to avoid damage to your reputation, the school or school district to which you are assigned, and/or the reputation of the College of Education

and the University of South Florida. TCs need to set appropriate limits between their personal and public online practices. TCs need to understand that even though one believes information posted is “private” it often becomes public without one’s consent. TCs are encouraged to carefully review and set privacy settings and be extremely careful as to what is posted. Anonymous posts can be tracked back to the TC and there is no such thing as a private website or post. Just because information and pictures are deleted, archival systems save deleted information and it has the potential to resurface later. And remember, it is not just what you post, but what others might post on your site. When making posts to social media and other forms of communication always be honest about your identity and never pretend to be someone else and make derogatory posts about students, school teachers and other school personnel, peers, professors, pK-12 schools, the College of Education, and/or the University of South Florida. TCs are discouraged from including students as “friends” or “followers” (or any other similar terms that sites might use) at the school at which he/she is assigned or has been assigned. This not only includes students to whom you are assigned, but anyone at the school. In some cases the school district will forbid it, and going against their policy will be grounds for dismissal from the school, the district, and/or the College of Education at the University of South Florida. If the school allows it, the proper procedures that the school has implemented must be followed which might mean written permission slips from parents or legal guardians. Again, the TC should never make posts that violate school or school districts’ policy. Further, never disclose confidential information obtained during the course of the school placement or after the placement has been concluded about students, their families, or the school district. Doing so could lead to disciplinary action by the district, including removal from the placement in the district. It is possible that an improper posting could lead to dismissal from the College of Education at the University of South Florida.

XIII. Standard University Policies

Academic Integrity

Academic integrity is the foundation of the University of South Florida’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The process for faculty reporting of academic misconduct, as well as the student’s options for appeal, are outlined in detail in USF Regulation 3.027.

Academic Grievance Procedure

The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s

academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access

Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the Student Accessibility Services website for more information.

Disruption to Academic Progress

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process (USF Regulation 3.025) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Food and Housing Insecurity

We recognize that student facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or their website), or Student Outreach and Support (socat@usf.edu or their website).

Religious Observances

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF Policy 10-045). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Sexual Misconduct / Sexual Harassment

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and [USF Policy 0-004](#). If a

student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact [USF Center for Victim Advocacy](#) at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Statement of Academic Continuity

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information (USF Policy 6-010). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

Course Completion

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. An incomplete may be awarded to an undergraduate student only when a small portion of the student's work is missing and only when the student is otherwise earning a passing grade. The instructor will be required to complete the I-grade contract online when posting the semester grade at the end of the term, identifying the remaining coursework to be completed, the student's last day of attendance, and the percent of work accomplished to this point. This online contract will be automatically sent to the student's email and to the Office of the Registrar. Until removed, the "I" is not computed in the GPA for undergraduate students. The time limit for removing

the “I” is to be set by the instructor of the course; this time limit may not exceed two semesters. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate. If an instructor is willing, they may accept work from a student after an I grade has changed to an IF or IU grade, and assign the student a final grade in the course, unless the student has graduated. Whether or not the student is in residence, any change to “IF” grades will be calculated in the cumulative GPA and, if applicable, the student will be placed on appropriate probation or academically dismissed. Students should not re-register for courses in which they are only completing previous course requirements to change an “I” grade; if a student wants to audit a course for review in order to complete course requirements, full fees must be paid.

Turnitin

Plagiarism is intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. The University of South Florida has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. The course instructor reserves the right to request that assignments be submitted to Canvas as electronic files and electronically submitted to Turnitin. In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. Turnitin provides an originality report letting the instructor know how much of the assignment is original.

XIV. Important Dates to Remember

All important dates are shared in this syllabus and via CANVAS. The instructor reserves the right to adjust any dates with reasonable notice to students. See the USF website for University deadlines and dates to note. <https://www.usf.edu/registrar/calendars/>

EEC 4942 Level 2 Critical Task Rubric

Criteria	Exceptional (5)	Advanced (4)	Proficient (3)	Basic (2)	Poor (1)
Instructional design and lesson planning: Uses diagnostic student data to plan lessons (FEAP 1e; ESOL 2.3)	Uses multiple student data to plan early literacy lessons and inclusive learning centers. Understanding and applying second language development for ELL students is clearly	Uses student data, including ELLs, to plan early literacy lessons and inclusive learning centers. Understanding of ELL students' home language is represented.	Uses student data, including ELLs, to plan early literacy lessons and inclusive learning centers.	Some student data are used, but some core resources were not included in lesson planning.	Student data are not considered in any lesson planning.
The learning environment: Adapts the learning environment to accommodate the differing needs and diversity of student (FEAP 2h)	Early literacy lessons and inclusive learning centers provide multiple specific ways to accommodate and support differing and diverse students' needs to enhance	Early literacy lessons and inclusive learning centers include specific ways to accommodate differing and diverse students' needs.	Early literacy lessons and inclusive learning centers include general ideas to accommodate differing and diverse students' needs.	Early literacy lessons and inclusive learning centers include acknowledgement of students' different and diverse needs, but ideas of accommodation are	Early literacy lessons and inclusive learning centers have no indication of acknowledging differing and diverse students' needs.
The learning environment: Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (FEAP 2i)	Early literacy lesson planning project incorporates varying developmentally appropriate technologies. Inclusive learning centers utilize multiple assistive technologies to provide a variety of activities with accommodations for individual differences and special needs. Universal Design for Learning (UDL)	Early literacy lesson planning project incorporates varying developmentally appropriate technologies. Inclusive learning centers utilize multiple assistive technologies to provide activities with accommodations for individual differences and special needs. Universal Design for Learning (UDL)	Early literacy lesson planning project incorporates developmentally appropriate technologies. Inclusive learning centers utilize assistive technologies to provide activities with accommodations for individual differences and special needs. Universal Design for Learning (UDL)	Early literacy lesson planning project incorporates technologies, but are necessarily developmentally appropriate. Inclusive learning centers utilize assistive technologies, but provide little advantage to accommodate for individual differences and special needs. Limited Universal	Early literacy lesson planning project does not incorporate developmentally appropriate technologies. Learning centers do not utilize assistive technologies to support students learning. Universal Design for Learning (UDL) solutions are not identified.
Instructional delivery and facilitation: Identify gaps in students' subject matter knowledge (FEAP 3c)	Consistently identifies specific strengths and gaps in student's subject matter. UDL class profile is adequately represented with all five exceptionalities, and is supported in multiple ways.	Identifies students' strengths and gaps, including those with varying exceptionalities. UDL class profile is adequately represented with all five exceptionalities.	Identifies students' strengths and gaps, including those with varying exceptionalities. Efforts are made based upon UDL class profile, but they are broad and generic.	Identifies students strengths and gaps, but minimal and insufficient efforts are made based upon UDL class profile, and thus could be improved.	Fails to identify students' strengths and gaps. One or more students' exceptionalities are not included in UDL class profile.

Criteria	Exceptional (5)	Advanced (4)	Proficient (3)	Basic (2)	Poor (1)
Instructional delivery and facilitation: Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students (FEAP 3h; ESOL 3.2)	Instruction lends itself to individualized differentiation based on students' learning needs and varying strengths and differences. ELL students' learning is cohesively supported by teaching language through academic content. Learning center activities include a measure	Most instruction is differentiated based on students' learning needs and differences, and 3 levels are clearly represented. ELL students' learning is mostly supported. Learning center activities include a measure for assessment.	Instruction is differentiated based on students' learning needs and differences. ELL students' learning is addressed. Learning center activities include a measure for assessment.	Instruction is somewhat differentiated but do not represent 3 levels of students. Understanding ELL students' learning is limited.	Instruction is not differentiated. ELL students' learning is not addressed.
Instructional delivery and facilitation: Utilize student feedback to monitor instructional needs and to adjust instruction (FEAP 3j)	Multiple ways and sources of student feedback (i.e., formal and informal feedback; checking in; observation, etc.) are utilized to continuously monitor and adjust	More than one effort is demonstrated to utilized student feedback to monitor and adjust instruction.	At least one effort to utilize student feedback to monitor and adjust instruction is demonstrated.	An indication of intent to utilize student feedback, but no clear idea is mentioned.	No evidence of attending to student feedback to monitor and adjust instruction.
Assessment: 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 (FEAP 4a)	Pre-assessments from 2 or more sources are included with reflection on student progress. Implements additional instructional strategies to individually accommodate students with diverse needs	Pre-assessments from 2 sources are included with reflection on student progress. Provides additional instructional strategies that are generic for learners with diverse needs (including ELLs).	Pre-assessments from 2 sources are included with brief reflection of student progress. Provides brief identification of additional instructional strategies, including mention of accommodation for ELLs.	Pre-assessment from 1 source is included, but they are inadequate and/or accommodation is not appropriately linked to students' needs.	No pre-assessments are included. No indication of accommodation for students.

Criteria	Exceptional (5)	Advanced (4)	Proficient (3)	Basic (2)	Poor (1)
Assessment: Modifies assessment and testing conditions to accommodate learning styles and varying levels of knowledge (FEAP 4d)	Identified student learning needs are highly relevant to instructional objectives. They progress coherently, producing a unified whole and reflecting recent professional research. Instructional plans describe a highly individualized lesson with a variety of best practice strategies to address student learning differences, including documentation of differentiation, lesson content, process for developing understanding, and performance-based	Identified student instructional needs are specific and based on accurate interpretation of student learning data. Instructional plans describe a variety of strategies to address student learning differences, including differentiation of lesson content, processes for developing understanding, and/or products to exhibit student learning.	Identified student instructional needs are general and based on accurate interpretation of student learning data. Instructional plans address some student learning differences by appropriately varying some tasks, activities, or materials for some students.	Identified student instructional needs are general and/or based on inaccurate interpretation of student learning data. Instructional plans for addressing student learning differences are not evident or are limited to additional monitoring, setting lower expectations for learning, or assigning additional activities to keep students occupied (not enriching learning).	Fails to identify accommodations to meet student instructional needs. There are no instructional plans for addressing individual differences.
Continuous professional improvement: 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(FEAP 5c)	Uses multiple sources of student data to assess lesson outcomes and develop professional development goals.	Uses more than one source of student data to assess lesson outcomes and develop professional development goals.	Uses student data to assess lesson outcomes and to discuss professional development goals.	Some student data are used but are not the considered with high priority in discussing professional development goals.	Student data are not included in discussing professional development goals.
Continuous professional improvement: Implements knowledge and skills learned in professional development in the teaching and learning process (FEAP 5f; ESOL 5.1)	Outstanding evidences of continuously implementing new knowledge and skills learned. Clear and thorough understanding of instructors' feedback is highly represented in their instructional practices. Conscious modifications are made to ensure appropriate and valid assessments for	Strong evidence of implementing new knowledge and skills learned. Understanding of instructors' feedback is represented in their instructional practices. Identifies assessment issues and procedures appropriate for ELL students.	Occasional evidence of implementation efforts of new knowledge and skills learned. Understanding of instructors' feedback is somewhat represented in their instructional practices. Assessment issues affecting ELL students are considered.	Limited evidence of implementation efforts of new knowledge and skills learned. Instructors' feedback is mentioned, but is not represented in their instructional practices. Assessment issues affecting ELL students are mentioned, but only in a generic sense.	No evidence of implementing new knowledge or skills learned. Instructors' feedback is not taken into consideration at all. No consideration on assessments for ELL students.