



EEC 4940

Final Internship

6 Credit Hours

College of Education

Department of Teaching and Learning

COURSE SYLLABUS

Semester: **Spring 2026**

Class Meeting Days/Time: **Mon-Fri Teacher work hours**

Class Meeting Location: **assigned school site**

Instructor: **Stephanie Rubly**

Office Location: **n/a**

Office Hours: **By appointment**

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I. Welcome!

Congratulations on your hard work and achievements in the program thus far that has brought you to this last and important phase of your pre-service teacher training.

II. University Course Description

Teacher candidate is required to demonstrate professional competences during one semester of full-time final internship teaching young children ages 3 through 8.

III. Course Prerequisites

EEC 4943 Field Experiences III

IV. Course Topics

Throughout the course, students will be taught to:

1. Understand how to create an environment and educational experience that meet the needs of all children.
2. Understand how to plan and implement developmentally appropriate curriculum goals and lessons that support learning of all children.
3. Understand how to collect and analyze multiple assessments, and how to utilize various strategies and technology to support learning of all children.
4. Understand the importance of building productive and professional relationship with colleagues to support all children's development, learning, and well-being.
5. Understand how to be a reflective educator seeking opportunities to grow

professionally to support young children, families, and/or other professionals.

V. Student Learning Outcomes

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

1. Create an environment and educational experiences to meet the needs of all children.
2. Plan and implement developmentally appropriate curriculum goals and lessons for all children.
3. Collect and analyze multiple assessment data utilizing various strategies and technology to support learning of all children.
4. Build productive and professional relationship with colleagues to support all children's development, learning, and well-being.
5. Document experiences being a reflective educator seeking opportunities to grow professionally to support young children, families, and/or other professionals.

VI. Required Texts and/or Readings and Course Materials

- All articles will be posted on CANVAS
- *Campus Folio* electronic portfolio account for Critical Tasks submission

VII. Grading Scale

This course will be a hybrid of field-based practical experiences and reflective learning experiences. TCs will receive a final **"Satisfactory"** or **"Unsatisfactory"** grade for this course. Evaluation will be holistic, covering the entire experience. TCs are provided multiple opportunities to demonstrate professional educational competencies and skills for teacher certification.

VIII. Assignments

(1) Lesson Planning Notebook

- During your final internship, you will work in close collaboration with your MT to plan and implement instruction, as well as to assess and report on students' ongoing progress. In doing so, you will be required to maintain a **"Lesson Planning Notebook"** to document your professional collaboration with your MT, lesson planning, and student assessments. **You will use an abbreviated lesson plan template** (a sample will be provided; alternative formatting is acceptable as long as the same required elements are included) to document your lesson planning. The notebook may be hard copy or electronic, but must be made available to all parties with at least one week of lesson plans in advance at any given time.
- It is the expectation that ALL instructional moments must be planned for, documented, and appropriately assessed. Lesson planning notebook is to be used for ***non-scheduled lesson observations***, and made available to your MT and supervisor at the time of that impromptu lesson observation. Your supervisor will review your notebook during classroom visits.

- **Failure to keep a comprehensive "Lesson Planning Notebook" will result in failure in your internship. *Please, take this seriously!!!***

(2) Official Lesson Observations

- You will be formally observed and assessed by your MT and supervisor through **four lesson observations** this semester.
- FORMAL OBSERVATIONS
 - **Two formal lesson observations will be scheduled in advance by you and your MT.** Both your MT and supervisor will formally observe and assess the same two scheduled lesson observations, as arranged by you and your MT. Prior to your two scheduled lesson observations, you will complete and submit to your MT and supervisor a formal lesson plan using the comprehensive lesson planning template you used in Level 3. The observation cycle will consist of a pre-conference, observation, and post-conference with all parties.
 - For these two pre-planned observations, one lesson should focus on **Language Arts and/or Humanities** while the other lesson should focus on **Math and/or Science**. Integration of subjects is highly recommended, and any individual classroom circumstance can be discussed further with your supervisor.
 - In-person observation is required for at least one observation. The second observation can be conducted via a videorecording at the discretion of your supervisor, in consultation with your MT, based on your performances.
- INFORMAL OBSERVATIONS
 - Your MT and supervisor will conduct a **third and fourth lesson observation of your teaching on a non-scheduled (aka. informal or pop-in) basis**, with your MT and supervisor observing you for **two different lessons**.
 - As you won't be submitting your lesson plan in advance, your lesson planning for these non-scheduled lesson observations should be documented within the Lesson Planning Notebook you maintain throughout your final internship, and made available at the time of your informal lesson observations.
- You will participate in post-lesson conferences with your MT and supervisor, and receive written coaching/feedback for these lesson observations using the **Observation Tool and Post-Conference Observation Summary Form. Post-lesson conferences with the supervisor will be scheduled during non-instructional time, and may be conducted either face-to-face or via an online format.**
- The goal is for you to achieve a minimum of 3 ("Accomplished") or higher on the different professional competencies within domains A and B of the evaluation rubric. Collaboration and mentorship support should be focused on assisting the intern with instructional planning and implementation, with a specific focus on building upon the intern's strengths and addressing identified areas for

professional improvement needed for you to successfully meet all standards by the end of the final internship.

(3) Final Internship Evaluation – CRITICAL TASK

- Teacher candidates 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. The Level 4 Critical Task is the **"Final Internship Evaluation"** completed during the final weeks of your internship. Teacher candidates must score a **3 or higher in ALL indicators of the evaluation (Domains A, B and C)**, by the final evaluation meeting with the MT and supervisor.
- Your MT and supervisor will jointly complete your **Final Internship Evaluation Form** documenting your performance. **You are responsible for scanning and electronically submitting a copy of this Level 4 Critical Task: Final Internship Evaluation document to Campus Folio by the end of Internship.**
- Supervisors will assess teacher candidates' successful completion of Final Internship (EEC 4940) on Canvas with a grade of S/U.

(4) Mini Teacher Inquiry Project Presentation at COEDU Practitioner Research Conference

- During your final internship, teacher candidates will engage in mini teacher inquiry project as a way of professional development. You will be guided to identify an area of professional improvement as a teacher candidate, and follow through to systematically document your efforts and growth within the context of your final internship classroom.
- You will present your inquiry project at the **COEDU Practitioner Research Conference scheduled for Thursday, Apr 23, 2026**. Exact Time/Location TBA.
- This conference will be a culmination and celebration event with all COEDU final interns and local district partners. Additional details will be provided throughout the semester.

(5) Final Internship Attendance

- The duration of final internship will be a total of **13 weeks**, excluding 1 week of Spring Break.
 - **Starting Date: Monday, Jan 12, 2026**
 - **Ending Date: Friday, Apr 17, 2026**
- During your final internship, you will work full-time, teachers' hours (M-F) at your school placement. There is no specific form to document your Level 4 attendance, other than the log in/out process at your school site.
- During the 13 weeks, you are allowed to take up to **3 professional days** to miss internship which won't need to be made up. For any additional absence, you will need to make up during the following weeks and no later than Friday, May 1, 2026, which is the last day of the USF Spring semester.
- If illness or an emergency should require the intern to be absent from school at any period of time, ***it is the responsibility of the intern to let the MT, supervisor,***

and any other school staff know immediately. For the weeks that you are assuming the primary instructional role in the classroom (i.e., Weeks 3-14), you will need to make your Lesson Planning Notebook with daily lesson plans (including emergency sub plans), assessments and materials available to your MT for days that you are absent.

- **Documentation is required for all inevitable and extenuating absences related to illnesses and/or family emergencies. You are required to submit the “Excused Absence Request Form” documenting your rationales and preparation plans.** The form will be provided by your supervisor.
- In cases of prolonged or repeated absences, the supervisor will, after consulting with the MT and/or principal, determine whether the intern's experience will be extended or repeated in a subsequent semester. Extensive absences will result in an extension and/or repetition of final internship (which could possibly delay your degree completion and/or graduation). Also, absence and tardiness (or early departure from school) will be considered in your overall dispositions assessment and in your professional recommendations for future jobs, so please try your very best!
- Professionalism is a serious issue for interns preparing to be teachers. Highest level of professionalism is expected, and violations of ethical and professional behaviors will be a cause for dismissal from the program. These professional expectations will be assessed in your midterm and final/summative evaluations of you (both by your MT and supervisor). As this is your final internship, we expect that you will meet or exceed the level of "Accomplished" (rating of 3+) for all professionalism indicators this semester.

IX. Grade Dissemination

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

X. Course Schedule

Week(s)	Dates	Intern Expectations	Required Tasks	Notes
1	Jan. 12-16	Observation and Collaborating with MT		• 1/12 Intern's First Day, can report earlier if approved by MT • 1/14 Mini Online Seminar

2-4	Jan. 19- Feb. 6	Gradual undertaking of teaching responsibilities	• Supervisor and MT formal Observation Cycle #1 • Weekly Lesson Plans	• 1/19 MLK Holiday (no school or internship) • 1/21 Mini Online Seminar • 1/28 Mini Online Seminar • 2/4 Mini Online Seminar
5-7	Feb. 9-27	Assumes responsibility for all classroom teaching and documentation practices	• Supervisor and MT formal Observation Cycle #2 • Weekly Lesson Plans	• 2/11 Mini Online Seminar • 2/25 Mini Online Seminar
8-9	Mar. 2-13	Continues full-time responsibilities	• Midterm Evaluation Meeting • Weekly Lesson Plans	• 3/11 Optional Mini Online Seminar
10	Mar. 16-20	Spring Break		
11-13	Mar. 23 – Apr. 10	Intern continues full-time responsibilities	• Supervisor and MT Informal Observation • Weekly Lesson Plans	• 3/25 Optional Mini Online Seminar • 4/8 Optional Mini Online Seminar
14	Apr. 13 – 17	Gradual release of responsibilities back to MT	• Final Evaluation Meeting • All Paperwork Submitted	• 4/17 Interns Last Day
15	Apr 23	Practitioner Research Conference		

16	May 1	Interns submit all final projects for USF coursework. Must pass ALL sections of the FTCE to graduate with teaching certification (all 4 subsections of the General Knowledge test, the Professional Education Test, and all 4 subsections of the Prekindergarten/Primary PK-3 test)	
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XI. USF Core Course Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that apply to all courses at USF. Be sure to review these online at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

XII. Course Policies: Grades

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. An "I" grade will only be considered by the instructor for students with otherwise excellent attendance and only for documented circumstances of the greatest magnitude that are unavoidable (usually for hospitalization or immediately family tragedy). Students who find themselves in such a circumstance, should petition by mail (or e-mail) within 2 days of the precipitating event explaining the circumstances. At that time a judgment will be made as to the merits of the petition, the kind of documentation to be submitted for verification will be explained, if necessary, and then the student will be informed of the required remedy. Judgments also take into account the overall quality of work and professional disposition. The time limit for removing the "I" can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

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 e-portfolio system **Campus Folio**. **Failure to submit in a timely manner will result in failure of the course.**

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.

XIII. Course Policies: Technology and Media

Canvas: This course will be offered via USF's learning management system (LMS), CANVAS. In other words, CANVAS will be used to share all major course related information, such as announcements, course readings, assignment rubrics, and extra resources. Please check them regularly and download materials as necessary. You are responsible for information that is emailed to your USF email account and/or is posted on CANVAS. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Laptop/Phone Usage: All students are asked to manage their electronic equipment responsibly so that it is not a distraction for anyone in the class. While using a word processor to take class notes is acceptable, web-surfing during class sessions will not be tolerated. Additionally, cell phones must remain silenced during all class period. Answering, talking, or text messaging on cell phones during class will not be tolerated. Anyone who violates this policy repetitively may be asked to leave the class by the instructor.

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

XIV. Course Policy on Acceptable Use of Generative AI Tools

Purpose: The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors.

1. **Definition of Generative AI Tools:** Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.
2. **Permitted Use:** The use of generative AI tools is permitted for overall course learning. However, students must responsibly use these tools, adhering to the guidelines outlined in this policy.
3. **Student Responsibility:** Students are responsible for appropriately using generative AI tools in their work. This includes:
 - a. Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments.
 - b. Generative AI tools may be used for the "Program Presentation" assignment.
 - c. When used, all AI-generated content should be properly cited: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

- d. Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content. Cross-reference claims and statements with original sources and providing appropriate citations are expected.
 - e. Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.
4. **Violation Consequences:** Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion, or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation ([USF Regulation 3.027](#)).
5. **Questions and Clarifications:** If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

XV. 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.