



EEX 4241
Creating Positive Learning Environments
6 Credit hours
College of Education
Department of Teaching & Learning
COURSE SYLLABUS

Semester: Summer 2020

Class Meeting Days: Tues. & Thurs. - May 18 - July 9

Class Meeting Time: 12:00-3:00 p.m.

Class Meeting Location: BBCollab Ultra

Instructors	Email	Phone	Office
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I. University Course Description

This course is third in a sequence for majors and focuses on Creating Effective Learning Environments in Special Education allowing teacher candidates to apply their understandings in a variety of school contexts with a small group of students.

II. Course Prerequisites

EEX4240 Beginning to Teach (with a minimum grade of C-)

III. Course Purpose

This course represents the third of five integrated instructional blocks of the program with linked field experiences. Experiences have been developed, so that students are supported in gaining knowledge, skills and dispositions developmentally over time through scaffolded instruction. Elements of our revised curriculum are carefully sequenced so that student learning is viewed as situated and embedded within activity, context and culture, moving from acquisition through generalization. The course is designed to build on the knowledge developed during the previous semester. The over-arching theme and focus for this semester is Creating Effective Learning Environments. Teacher candidates will apply their understandings of course competencies (i.e., the context of schools, the nature of teaching in K-12 schools, the curriculum, characteristics of students with disabilities, the nature of special education including historical perspectives, the role of the special education teacher, and professional behaviors including self-reflection) to solve problems. Over the course of subsequent semesters teacher candidates will build upon this knowledge and

apply their understanding to solve problems, apply them in practice, and engage in critical reflection of themselves and their role as special educators.

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
Bloom's Level	Knowledge Comprehension	Knowledge Comprehension Application	Application	Comprehension Application Analysis	Analysis Synthesis Evaluation
Sample Indicators	Define, Describe, Identify, Label, Recall, Sequence, Write	Define, Describe, Identify, Label, Recall, Sequence, Write	Apply, Choose, Prepare, Produce, Select, Show, Use	Demonstrate, Discuss, Explain, Report, Review, Summarize	Analyze, Classify, Compare, Contrast, Differentiate, Examine, Relate, Research
	Demonstrate, Discuss, Explain, Report, Review, Summarize	Demonstrate, Discuss, Explain, Report, Review, Summarize			
		Apply, Choose, Prepare, Produce, Select, Show, Use		Analyze, Classify, Compare, Contrast, Differentiate, Examine, Relate, Research	Compose, Create, Design, Develop, Integrate, Organize, Plan, Produce
					Appraise, Assess, Choose, Conclude, Critic, Decide, Evaluate, Select

This instructional block is integrated with the Level III Practicum where teacher candidates will experience implementing instruction in their own classroom setting with a small group of students. In collaboration with one or two school partners, this practicum will serve as a half-day summer reading and mathematics enrichment program. Explicit linkages will be made between students' practicum experiences and course content.



IV. Student Learning Outcomes

- 2.4.1 Students will **apply their understanding** (within a variety of school contexts) of the problem solving process and why this is an essential skill for success as a special educator. ICC1K1, IGC5S5, ICC10S7, AP1, AP3, AP4, AP5, FLESE1.6, FLESE 1.7, FLESE2.1, FLESE2.5, FLESE3.1, FLESE 3.2, COEDU4
- 3.1.1 Students will **apply their understanding** (within a variety of school contexts) of the K-12 curriculum including state standards related to: reading/literacy, written and oral expression, mathematics, science, and social studies. ICC7K1, ICC7K3, ICC7K4, IGC4K7, IGC84K6, ICC4K1, IGC4K3, IGC7K4, ICC7S1, AP1, FLESE3.4, COEDU2
- 3.1.2 Students will **use their understanding to solve problems** about the scope and sequence of concepts/skills within specific content areas including reading/literacy, mathematics, written expression, and oral expression. ICC7K1, ICC7K2, ICC7S6, AP1, AP8, FLESE3.4, FLESE3.5, FLESE3.7, COEDU2, COEDU6
- 3.1.3 Students will **apply their understanding** (within a variety of school contexts) of K-12 curriculum materials and resources. IGC4K1, IGC4K3, ICC4K1, ICC7K1, ICC7K4, ICC7S1, ICC7S6, AP1, FLESE3.4, FLESE3.5, FLESE3.7, COEDU2
- 3.2.1 Students will **apply their understanding** (within a variety of school contexts) of important constructs important to assessment and students with disabilities including, intelligence, achievement, aptitude, behavior, social-emotional functioning, gross and fine motor skills, cognitive/information processing, reliability, validity, formal and informal assessment, progress monitoring, data-based decision-making, high stakes testing. ICC8K1, ICC8K2, ICC8K4, IGC8K1, IGC8S3, ICC8S4, IGC8S1, AP1, AP4, COEDU2, ESOL 20
- 3.2.2 Students will **apply their understanding** (within a variety of school contexts) of the characteristics and purposes of specific assessment practices including how data from assessments are interpreted, strengths and weaknesses, and biases in terms of cultural and linguistic diversity. ICC1K4, ICC1K9, ICC1K10, IGC8K1, ICC8K3, ICC8K4, ICC8S2, ICC8S5, ICC8S6, IGC8S3, AP2, AP4, AP5, FLESE2.1, FLESE2.2, FLESE2.3, FLESE2.6, FLESE3.1, COEDU2, COEDU4, ESOL 20, ESOL 25
- 3.2.3 Students will **apply their understanding** (within a variety of school contexts) of validated instruments and practices related to the identification and ongoing evaluation of students with disabilities emphasizing intellectual/developmental disabilities, learning disabilities, attention deficit with hyperactivity disorder, emotional/behavioral disorders, speech and language disorders, sensory impairments, and autism spectrum disorders. IGC1K1, ICC8K3, IGC8K2, DD8K2, DD8K3, LD8K2, PH8K1, ICC8S5, ICC8S1, ICC8S2, ICC8S6, D&HH8S3, PH8S2, B&V8S3, AP4, AP5, FLESE2.1, FLESE2.2, FLESE3.1, COEDU2, COEDU4, COEDU6, ESOL 25
- 3.2.4 Students will **apply their understanding** (within a variety of school contexts) of the interpretation of various types of academic, behavioral, and cognitive assessment data (e.g., raw scores, standard scores, percentile ranks, age-grade equivalents, stanines, trend lines, discrete and narrative observations). ICC8S5, ICC8S7, AP4, AP5, FLESE2.1, FLESE2.2, FLESE3.1, COEDU2, COEDU4, COEDU6, ESOL 25
- 3.2.5 Students will **apply their understanding** (within a variety of school contexts) of procedures for conducting various classroom assessments (e.g., functional assessments, continuous progress monitoring/curriculum based measurement, curriculum based assessments, portfolio assessments). ICC8K4, ICC7S4, ICC7S5, ICC7S15, ICC8S2, ICC8S3, IGC8S1, IGC8S2, D&HH8S1, AP1, AP4, FLESE2.4, FLESE3.1, FLESE4.4
- 3.3.1 Students will **apply their understanding** (within a variety of school contexts) of social-emotional development and typical age related expectations. ICC5S2, BD7S2, ICC2K1, IGC2K4, AP2, FLESE4.1, FLESE4.5, COEDU, COEDU6, ESOL 4
- 3.3.2 Students will **apply their understanding** (within a variety of school contexts) of signs of social-emotional distress among students. IGC2K4, ICC5K6, AP2, FLESE1.5, FLESE4.5, COEDU2, ESOL 4
- 3.3.3 Students will **use their understanding to solve problems** about social competence and types of pro-social skills important to school and life success for students. ICC7S14, IGC7S6, IGC7S8, BD4S2, BD7S2, ICC4S5, ICC4S6, ICC7S7, ICC5K5, ICC5K7, IGC5K1, AP1, AP5, FLESE1.5, FLESE4.5, COEDU2
- 3.4.1 Students will **use their understanding to solve problems** about theories of learning and their application to students with disabilities. ICC1K1, ICC2K2, IGC4S2, AP2, AP5, FLESE1.5, FLESE2.6, FLESE 3.2, FLESE 3.3, FLESE 4.4, FLESE5.1, FLESE5.2, FLESE6.3, FLESE7.1, FLESE7.2, COEDU2
- 3.4.2 Students will **apply their understanding** (within a variety of school contexts) of typical cognitive development. ICC4S4, ICC2K1, ICC2K5, AP2, FLESE1.5, COEDU2

- 3.4.3 Students will apply their understanding (within a variety of school contexts) of cognition to students with disabilities with and emphasis on information processing and memory. ICC4S2, IGC4S3, LD4S5, ICC2K1, ICC2K5, AP5, FLESE1.5, FLESE2.4, FLESE3.4, FLESE3.5, COEDU2
- 4.2.1 Students will **apply their understanding** (within a variety of school contexts) of general disability related characteristics common among many students with disabilities including learned helplessness, passive approaches to learning, academic skill deficits, anxiety about learning/school, memory deficits, attention deficits, cognitive/metacognitive processing deficits, expressive language deficits, fine and gross motor deficits, health/medical related issues, and internalizing and externalize behaviors. ICC2K1, ICC2K5, IGC2K2, IGC2K3, IGC2K4, ICC3K1, IGC3K1, IGC6K3, B&VI2K3, PH3K1, D&HH2K1, BD2K1, LD3K3, LD6K1, ICC10S9, AP2, AP5, FLESE1.5, COEDU2, COEDU6
- 4.2.2 Students will **apply their understanding** (within a variety of school contexts) of general disability related characteristics common among many students with disabilities (learned helplessness, passive approaches to learning, academic skill deficits, anxiety about learning/school, memory deficits, attention deficits, cognitive/metacognitive processing deficits, expressive language deficits, fine and gross motor deficits, health/medical related issues, and internalizing and externalize behaviors) affect school success. ICC2K1, ICC2K2, ICC2K5, IGC2K2, ICC3K1, IGC2K3, ICC3K2, B&VI3K1, IGC2K4, IGC2K5, B&VI2K4, IGC6K1, IGC7K4, IGC3K1, IGC3K2, IGC3K3, LD3K2, PH2K6, PH2K3, BD3K1, BD3K2, DD2K1, LD2K2, ICC10S9, IGC3S1, ICC4S3, AP2, AP3, AP5, AP6, FLESE1.4, FLESE1.5, COEDU2, COEDU6
- 4.2.3 Students will **apply their understanding** (within a variety of school contexts) of disability related characteristics that are unique to high and low incidence categories and how they affect school success. ICC2K1, ICC2K2, ICC2K6, IGC2K2, IGC2K3, IGC2K4, IGC2K5, ICC3K1, IGC3K1, IGC3K3, DD2K3, IGC3S1, ICC4S3, ICC10S9, AP2, AP3, AP5, FLESE1.4, COEDU2, COEDU6
- 4.4.2 Students will **apply their understanding** (within a variety of school contexts) of the characteristics and needs of culturally and linguistically diverse students with and without disabilities. ICC1K5, ICC1K8, IGC1K7, ICC3K3, ICC6K1, ICC5S14, ICC9S6, ICC5S1, ICC6S2, ICC10S10, ICC5S13, ICC7S8, AP2, FLESE2.6, COEDU5, ESOL 3, ESOL 25
- 5.5.1 Students will **apply their understanding** (within a variety of school contexts) of terminology related to the field of special education including technical terms in order to solve problems. IGC1K1, IGC8K1, D&HH8K1, BD1K1, DD8K1, LD8K1, B&VI1K4, B&VI8K1, AP5, FLESE1.1, FLESE1.2, FLESE1.3, FLESE1.4, FLESE 2.1, FLESE4.4, COEDU2
- 5.5.2 Students will **apply their understanding** (within a variety of school contexts) of person first language as it relates to individuals with disabilities, its importance, and compare and contrast use of person first language with language used to describe individuals with disabilities historically in order to solve problems. AP5, AP6, FLESE1.8, FLESE6.3, COEDU2
- 6.2.4 Students will **use their understanding to solve problems** about practical strategies for special education case management including data collection, paperwork, and compliance with emphasis on PS/RTI. ICC8S9, AP1, AP4, FLESE 1.2, FLESE 2.2, COEDU2
- 6.3.1 Students will **apply their understanding** (within a variety of school contexts) of data-based decision-making as it relates to the PS/RTI process. ICC8K4, IGC8K3, IGC4S12, ICC5S6, ICC8S8, ICC8S9, ICC7S6, IIC7S13, AP1, AP3, AP4, FLESE2.3, FLESE2.4, FLESE3.1, FLESE4.2, FLESE4.3, COEDU2
- 6.3.2 Students will **apply their understanding** (within a variety of school contexts) of specific types of data collection used for instructional decisions relative to PS/RTI. ICC7K1, ICC8K4, ICC7S3, IGC8S2, IGC8S3, AP1, AP4, FLESE2.3, FLESE2.4, FLESE3.1, FLESE4.2, FLESE4.3, COEDU2
- 6.4.1 Students will **apply their understanding** (within a variety of school contexts) of evidence based/research supported teaching and learning practices for promoting positive academic outcomes for students with disabilities within a variety of PS/RTI contexts. ICC1K1, ICC3K2, IGC4K3, ICC4K1, IGC5K3, IGC7K1, IGC7K3, IGC10K4, B&VSK2, BD3K2, D&HH4K1, ICC4S2, IGC4S1, IGC4S3, ICC9S13, AP1, AP2, AP3, FLESE3.2, FLESE3.3, FLESE3.4, FLESE3.5, FLESE3.7, COEDU2, COEDU6
- 6.4.2 Students will **use their understanding to solve problems** about evidence based/research supported teaching and learning practices for promoting positive behavior outcomes for students with disabilities within PS/RTI. IGC1K9, IGC1K2, ICC3K2, ICC4K1, ICC5K2, ICC5K3, ICC5K5, IGC7K1, IGC10K1, ICC4S5, IGC4S1, IGC4S9, ICC5S5, ICC5S10, ICC5S11, ICC7S14, IGC7S1, ICC9S13, IGC4S10, IGC4S15, IGC6S1, IGC6S2, AP1, AP2, AP3, AP4, FLESE4.1, FLESE4.4, FLESE4.5, COEDU2, COEDU6
- 6.4.3 Students will **use their understanding to solve problems** about evidence based/research supported teaching and learning practices for promoting positive social-emotional outcomes for students with disabilities within a variety of PS/RTI contexts. IGC2K4, ICC3K2, ICC4K1, ICC5K3, BD3K2, PH3K3, ICC4S5, IGC4S1, ICC5S2, IGC7S8, ICC9S13, AP1, AP2, AP3, AP4, FLESE4.1, FLESE4.5, COEDU2, COEDU6
- 6.4.4 Students will **use their understanding to solve problems** about reading development; design and implement reading instruction and gather assessment data to document increased student reading proficiency for struggling students, including students with disabilities and students from diverse populations within a variety of PS/RTI contexts. ICC2K1, ICC3K2, ICC3K3, IGC4K3, ICC7K2, ICC7K3, ICC7K4, IGC7K4, B&VI3K1, LD3K2, D&HH4K1, IGC4S4, IGC4S12, IGC4S14, IGC4S16, ICC9S13, AP1, AP3, AP4, FLESE4.2, FLESE4.4, FLESE4.5, COEDU2, COEDU6, ESOL 21, ESOL 25
- 6.4.5 Students will **use their understanding to solve problems** about the development of mathematical thinking; design and implement effective mathematics instruction and gather assessment data to document increased student mathematics proficiency for struggling students, including students with disabilities and students from diverse populations within a variety of PS/RTI contexts. ICC2K1, ICC3K2, ICC3K3, IGC4K3, IGC4K6, ICC7K2, ICC7K3, ICC7K4, D&HH4K1, IGC4S5, IGC4S12, ICC9S13, AP1, AP3, AP4, FLESE4.2, FLESE4.4, FLESE4.5, COEDU2, COEDU6
- 6.4.10 Students will **apply their understanding** (within a variety of school contexts) of the theories and research that underpin effective classroom management practices. IGC1K2, IGC1K9, ICC5K2, ICC5K3, ICC5K4, IGC7K1, IGC4S9, ICC5S1, ICC5S4, ICC5S5, ICC5S12, ICC5S13, IGC5S6, AP2, FLESE4.1, FLESE4.4, FLESE4.5, COEDU2, COEDU6
- 6.4.11 Students will **apply their understanding** (within a variety of school contexts) of appropriate test and learning accommodations for students with disabilities. ICC4K1, IGC4K3, IGC5K3, ICC6K4, IGC7K3, ICC8K5, IGC4S6, IGC4S7, IGC4S11, ICC5S8, IGC7S2, ICC8S5, IGC8S3, AP2, AP3, FLESE2.2, FLESE3.5, FLESE3.7, COEDU2
- 6.4.13 Students will **apply their understanding** (within a variety of school contexts) of their understandings of instructional planning. ICC7K2, ICC7K3, ICC7K4, IGC10K4, ICC5S12, ICC5S16, IGC5S3, ICC7S10, ICC7S11, IGC7S3, IGC5S4, AP2, FLESE1.7, FLESE3.1, FLESE3.2, FLESE3.6, FLESE3.7, FLESE6.1, FLESE6.2, COEDU4

- 7.1.1 Students will **apply their understanding** (within a variety of school contexts) of their personal beliefs, attitudes, and ways of knowing that impact their perspectives about education, schools, teaching, students, and special education. ICC9K1, ICC1S1, AP5, NONE, COEDU4
- 7.1.2 Students will **apply their understanding** (within a variety of school contexts) of how their personal beliefs, attitudes, and ways of knowing impact their perception of themselves as a special educator and impact the manner in which they pursue professional development. ICC9K1, ICC9K2, ICC1S1, AP5, NONE, COEDU4
- 7.2.1 Students will **apply their understanding** (within a variety of school contexts) of what self-reflection is with respect to effective teaching including its purpose and process. ICC9S7, ICC9S9, ICC9S11, AP5, NONE, COEDU4
- 7.3.1 Students will **apply their understanding** (within a variety of school contexts) of professional dispositions that allow special educators to be effective change agents within schools for students with disabilities. ICC1K1, ICC9K1, ICC9K3, ICC9K4, ICC9S3, ICC9S12, IGC9S2, AP5, AP6, COEDU4
- 7.3.2 Students will **apply their understanding** (within a variety of school contexts) of professional dispositions, skills, and abilities that are pertinent to obtaining a teaching position. ICC1K1, ICC9K1, ICC9K2, ICC9K3, ICC9K4, IGC9K1, IGC9K2, ICC9S1, ICC9S2, ICC9S4, ICC9S5, AP5, COEDU4

V. Content Outline

The overarching theme for this semester is **Creating Effective Learning Environments in Special Education**. Following are the guiding questions and topic areas that will be addressed in an integrated fashion throughout this and subsequent semesters. In this instructional block teacher candidates are applying their understandings in a highly supportive environment with a small group of students. Content will be revisited in a scaffolded way that is considerate of the developmental needs of pre-service teacher candidates.

- I. What is “teaching” in today’s K-12 schools?
 - a. Teacher as problem-solver
- II. What should students learn and how is their learning assessed?
 - a. K-12 curriculum in: reading/literacy, writing, mathematics, science, and social studies
 - b. Assessment Practices
 - c. Social/emotional Domains
 - d. Cognitive Development and Learning Theories
- III. Who are students with disabilities and how do they learn?
 - a. Disabilities as categorized by the IDEA
 - b. Effect of Primary Disability Characteristics on School Success
 - c. Diverse Students with Disabilities
- IV. What is special education and how does it work?
 - a. Technical and professional language of special education
- V. Who is the special educator in today’s schools and what do they do?
 - a. Roles of special educators for facilitating inclusive practices
 - b. The problem solving process and its relationship to effective teaching
 - c. Research-supported practices for students with disabilities that address academic, behavioral, social-emotional, and transition needs
- VI. Who am I in relation to becoming a special educator, and what do I need to achieve this goal?
 - a. Understanding self and its impact on my perspective as a special educator
 - b. Self-reflection and effective teaching
 - c. Building personal and teacher self-efficacy and resilience

VI. Required Texts and/or Readings and Course Materials

Teaching Students who are Exceptional, Diverse, and At-Risk in the General Education Classroom by Sharon R. Vaughn, Candace S. Bos, Jeanne S. Schumm (2018) Pearson

*Additional relevant readings will be provided to students throughout the semester.

VII. Supplementary (Optional) Texts and Materials

CAST Website

- <http://www.cast.org/teachingeverystudent/>

IRIS Modules

- <http://iris.peabody.vanderbilt.edu/> This site contains high-quality resources for college and university faculty and professional development providers about students with disabilities. Refer to separate document listing IRIS Modules that correlate with course objectives.

National Center on Response to Intervention

- http://www.rti4success.org/index.php?option=com_frontpage&Itemid=1 This site contains multiple resources including PowerPoints, video clips, and briefs on RTI.

Problem Solving and Response to Intervention

- <http://floridarti.usf.edu:16080/resources/websites/>

MathVIDS – Mathematics Video Instructional Development Source

- <http://www.coedu.usf.edu/main/departments/sped/mathvids/>

VIII. Grading Scale*

90% - 100% - A

80% - 89% - B

70% - 79% - C

60% - 69% - D

Below 60% - F

*A satisfactory level of proficiency in written work is expected and a grading component for all assignments will be the quality of written expression. This includes proper spelling, punctuation, syntax, format and presentation (e.g., printer cartridge lines left by old printer cartridges and multiple pages turned in unstapled). Excessive problems with written expression may result in receiving a failing grade on individual written assignments.

IX. Grade Categories and Weights

Reflections –1-2 page exploration of ideas and concepts presented in particular readings or experiences. In the reflection, teacher candidates discuss what they have learned, why what they have learned is important, and finally how they will apply what they have learned in their practice. Reflections also include any questions that emerged from teaching, readings or areas in need of additional information or clarification. **(20%)**

Class Discussions & Participation – Facilitated (in class or canvas) discussions in small and whole group addressing specific content or concepts pertaining to various topics. **(20%)**

Teaching and Assessment Products: Teacher Candidates will submit comprehensive plans that were used during the practicum, including: behavior management plans, review of student data, pre-post assessments, progress monitoring plans, lesson plans, and use of evidence-based practices. These will be compiled into a paper or digital organization system at the end of the semester. **(30%)**

Lesson Plan Project (Key Assessment) - The purpose of the project is to provide students with the opportunity to implement effective research supported instruction with one or more students with disabilities. The primary emphasis is for students to implement instruction that utilizes the Continuous Teaching Cycle (CTC) & five characteristics of effective instruction. **(30%)**

Key Assessment (Chalk & Wire):

The Program Key Assessment for the Department of Special Education Undergraduate Program during this semester is the Lesson Plan Project (CTC & 5 Characteristics Lesson Plans). This assessment is aligned with the Council for Exceptional Children Knowledge and Skill Standards, the Florida Educator Accomplished Practices, the Florida Department of Education Exceptional Student Education Competencies and Skills, and the College of Education Conceptual Framework. The Department of Special Education has identified a series of Program Key Assessments throughout the program of study that will be assessed by faculty to determine if the candidate is progressing toward competency in the standards listed above. Candidates must demonstrate competency by performing satisfactorily on all components association with each Program Key Assessment. Satisfactory performance constitutes of a score of 3 or above on each competency in the Key Assessment Rubric. If the candidate does not achieve competency on the first attempt, the Key Assessment must be re-submitted with appropriate revisions by the date designated by the course instructor. Failure to pass the Key Assessment will affect your ability to continue your progression in the program (i.e., you will not be able to continue taking classes in the core ESE program and will have to retake the Level 2 instructional block and practicum the following year which will delay your graduation by at least one year). **Scores for subsequent submissions to achieve mastery will not be used in the computation of the final grade for the course.**

Chalk & Wire: All students must have an updated Chalk & Wire account. All tasks designated as critical/key assessments must be completed with a score of 3 or above on each criterion in order to pass the course. An assignment that receives a score of below 3 on any criterion must be resubmitted until a score of 3 or better is achieved and that score will be entered into the Assignment E-portfolio system. *However, the original grade on the assignment will be the score used to compute the final grade for the course.* All revisions must be completed by the date designated by your instructor. A [Chalk & Wire](#) e-portfolio account may be purchased at the USF Bookstore.

Once Key Assignments are uploaded, Chalk & Wire will email a link to the course professor who then inputs your rubric scores. *Your critical assignment will need to be uploaded to Chalk & Wire on the date that the assignment is due to be turned into the professor for a grade.* Therefore, you will be submitting two copies per Key Assignment: one to your professor and the other to your C & W account. Please see your course syllabus calendar of assignment due dates. Failure to upload the assignment to C & W can result in a grade of Incomplete "I" and stop you from progressing in the program. You can also contact the C & W help desk at ChalkAndWireHelp@coedu.usf.edu

FERPA Statement: Student information is protected under the Family Educational Right and Privacy Act (FERPA). The College of Education at the University of South Florida wants to ensure that students' records are protected and that teachers and potential teachers have the most appropriate training opportunities.

Candidates must adhere to the FERPA statute that can be found at <http://www.ed.gov/policy/guid/fpc/ferpa/index.html>

This project has been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under FERPA. When referring to students in the written or oral assignment, reference should be made to the ***student(s) by a pseudonym***.

Audio recordings, video recordings, and/or images should not be posted or stored on any electronic medium that has the potential to be viewed by any individuals other than those for whom they were intended in order to complete the assignment. Media may not be used for professional presentations, bulletin boards, Facebook, You Tube, or any non-secure, non-password protected web site and/or venue that will violate students' privacy without student and parental written permission. **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."**

**X. Course Policies: Grades
Attendance/Professional Behavior:**

The Department of Teaching and Learning maintains a professional teacher-training program and as such, all students are expected to conduct themselves in a professional manner during all activities associated with this course, including class and on-line discussions, and teaching and learning at your internship setting. Appropriate interactions between and among students and instructor are expected at all times. Disruptions to the academic process will result in appropriate disciplinary action.

Students are expected to arrive on time, remain for the full class session, and be prepared to actively participate. Active participation includes being prepared for class by having completed all required reading, contributing to class discussions, and participating in class activities.

Regular class attendance is expected. Both absences, late arrival, and leaving early will result in the deduction of class participation points. Written confirmation from your course instructors is required in order for an absence to be counted as "excused." In the event of illness or other medical/health related reason for an absence, official documentation of the reason must be submitted to your course instructor. In order for an absence to be excused the physician submitting the documentation must clearly indicate that the medical/health condition caused you missing class.

Make Up Work Policy:

1. Excused Absences = full credit for assignments submitted within 1 week
2. Unexcused Absence = Loss of attendance and assignment points

*One or more unexcused absences and tardies/leaving early = Professional growth plan meeting

* Two or more excused absences = Action Plan Meeting

Late/Missing Work Policy: All assignments are due at the date listed in Canvas. For every day an assignment is late there will be an automatic grade deduction of 10%. No missing work will be accepted after 3 days (70% deduction).

Grading Criteria*: Grading consists of letter grades. Assignment of a plus or minus may be implemented according to University guidelines. A grade of Incomplete will be awarded for extenuating circumstances

and only if a substantive amount of coursework has been completed and the student is in good standing with the course grade. A minimum grade of “C-” or “S” must be achieved in courses within your major.

XI. Course Schedule See Syllabus in Canvas*

* Note: The Schedule is subject to revision

5/19	Getting Started: Pre-Planning
5/21	Getting Started: Pre-Planning
5/26	Characteristics of Effective Teaching/CTC
5/28	Characteristics of Effective Teaching/CTC
6/2	CTC Data Use & Planning
6/4	CTC Data Use & Planning
6/9	Co-teaching Models
6/11	Co-teaching Models
6/16	IEPs
6/18	IEPs
6/23	RtI/MTSS
6/25	RTI/MTSS
6/30	Analysis Data
7/2	Representing Data
7/7	Reflection/Presentations
7/9	Reflection/Presentations

XII. Course Policies: Student Expectations

Academic Integrity

Academic integrity is the foundation of the University of South Florida System’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 final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. The process for faculty reporting of academic misconduct, as well as the student’s options for appeal, are outlined in detail in [USF System Regulation 3.027](#).

Disruption to Academic Progress

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process 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.

Academic Grievance Procedure

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System 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 with Disabilities Services (SDS) (SVC 1133) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct / Sexual Harassment

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The USF Center for Victim is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the [Office of Student Rights and Responsibilities](#) (OSSR) or the [Office of Diversity, Inclusion, and Equal Opportunity](#) (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the [USF Center for Victim Advocacy and Violence Prevention](#): (813) 974-5757.

Religious Observances

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF System Policy 10-045](#)). The USF System, 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 the USF System’s constituency. Students are expected to attend classes and take examinations as determined by the USF System. 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.

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 System Policy 6-010](#)). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

Turnitin: In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

The Writing Studio: Offer information about the Writing Studio.

Example: The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813-974-8293.

SMART Lab: Offer information about the SMART Lab.

Example: The SMART Lab is a learning environment dedicated to supporting students in introductory math courses. Equipped with over 300 computers, students, with the assistance of instructors, tutors and teaching assistants, work on improving their performance in SMART Lab courses. For more information or to make an appointment, visit <http://www.lib.usf.edu/smart-lab/>, stop by LIB 2nd Floor, or call 813-974-9944.

Reflection Rubric

Criteria	Superior	Sufficient	Minimal	Unacceptable
Depth of Reflection	Response demonstrates an in-depth reflection on, and	Response demonstrates a general reflection on, and	Response demonstrates a minimal reflection on,	Response demonstrates a lack of reflection on, or

	personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

Learning Contract

Name: _____

Course: _____

Topic: _____

Date Absent: _____ (E / UE) Due Date: _____

In addition to reviewing materials and completing assignments from the missed class, I will complete one make up assignment from the menu below.

Make Up Assignment:

- ☐ Write a 2-3 page paper (APA) based on the topic missed, based on texts and readings
- ☐ Interview 2-3 people at your practicum site about the topic, submit 2-3 page report
- ☐ Create a 10 minute presentation & handout for the class, based on texts and readings
- ☐ Complete an IRIS module on the topic, submit answers to all questions

Evaluation Criteria:

Make up work must thoroughly address the topic of the class you were unable to attend. You must accurately use APA style for all references and citations. Final determination of quality will be made by the instructor.

Student's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Teaching Reflection Questions

As you reflect on your teaching every day, please consider the following questions. Regardless of the questions you are addressing, your response should always include a discussion of student learning data (formative or summative assessment data),

1. What background knowledge and skills did I assume students were bringing to the lesson?
2. Were the instructional strategies I used the right ones for this assignment?
3. Do I see patterns in my teaching style—for example do I comment after every student reply?
4. What are we learning and why is it important?
5. Were any elements of the lesson more effective than others?
6. What have I learned about my strengths and my areas in need of improvement?
7. How am I progressing as a teacher?
8. What changes would I make to correct areas in need of improvement?
9. How can I best use my strengths to improve?
10. What steps should I take or resources should I use to meet my challenges?