



Course Prefix, Number: EEX 4244
Becoming a Special Education Teacher
Section 001, 3 Credit Hours
College of Education
LEEPS

COURSE SYLLABUS

Semester: Spring 2025
Class Meeting: FTF
Class Meeting Days: Mondays
Class Location & time: EDU 415, 5 – 7:45 pm
Instructor: Elizabeth Doone, Ph.D.
Office Hours: online or FtF by appointment
Phone Number: 813-974-9929
Email: edoone@mail.usf.edu

I. Welcome!

Congratulations on your successful matriculation in your journey to becoming a special education teacher! You have shown persistence and endurance by meeting the rigorous course and practicum requirements that have brought you to this point. Welcome to your final semester in your program of study. The goal for this semester is building your resiliency through Action Research, as you increase your professionalism and pedagogical skills in planning, teaching, developing, and implementing a positive environment utilizing effective instructional strategies, while assessing students' growth and needs as you **Become a Special Education Teacher**. I am proud to be your coach as you complete this significant milestone.

II. University Course Description

This course represents the **final of five** integrated instructional blocks in the UG in ESE 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 curriculum are carefully sequenced so that student learning is viewed as situated and embedded within activity, context and culture, moving from acquisition through generalization and application. This course is designed to build on the knowledge developed during the previous semesters. The over-arching theme and focus for this semester is **Becoming a Special Education Teacher**. Teacher candidates

will continue to **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) **within in a variety of school contexts**. Over the course of the semester 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. Particular emphasis will be placed on teacher candidates' learning how to apply course competencies within a full classroom context in during their final internship.

	Semester 1 (EEX 4202)	Semester 2 (EEX 4240)	Semester 3 (EEX 4241)	Semester 4 (EEX 4242)	Semester 5 (EEX 4244)
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

III. Undergraduate Research Course

This course is attributed as an Undergraduate Research Course (UGR) for integrating the high-impact practice of research which has been found to benefit students from varied backgrounds (AAC&U LEAP). The Council on Undergraduate Research (CUR) defines this as follows: an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline. In this course, you will conduct a project that enables you, individually or in groups, to pose or work from a defined research question, apply methods of inquiry to generate findings, and share the findings with others through presentation and/or publication.

IV. Course Prerequisites

EEX4242 Instructional Decision Making; EEX 4942 Practicum (Level 4)

V. Course Purpose

This course will meet regularly during students' final internship both face-to-face and online. The focus will be to support students as they teach full-time during their final internship, to assist them in connecting their experiences to program competencies, and to prepare them to seek and successfully obtain a teaching position upon graduation.



VI. How to Succeed in this Course

Students who attend class weekly, review course modules and completed assigned readings prior to class, actively participate in class and diligently work toward planning and implementing their Action Research Project, will be successful in this course.

VII. Course Topics

The overarching theme for this semester is on **Becoming a Special Education Teacher**. Teacher candidates complete their final internship and demonstrate mastery of instructional planning, implementation of instruction, and data-based instructional decision-making. This course functions as a senior seminar that accompanies the final internship addressing the following topics:

- I. Who are students with disabilities and how do they learn?
 - Disabilities as categorized by the IDEA
 - Effect of Primary Disability Characteristics on School Success
 - The Lived Experience of Students with Disabilities
 - Diverse Students with Disabilities
- II. Who is the special educator in today's schools and what do they do?
 - The roles of special education teachers in fostering positive family-school relationships
 - Roles of special educators for facilitating inclusive practices
 - The problem-solving process and its relationship to effective teaching and build self-efficacy and resilience
 - Research-supported practices for students with disabilities that address academic, behavioral, social-emotional, and transition needs
- III. Who am I in relation to becoming a special educator, and what do I need to achieve this goal?
 - Understanding self and its impact on my perspective as a special educator
 - Self-reflection and effective teaching to become more self-efficacious
 - Building personal and teacher self-efficacy and resilience

VIII. Student Learning Outcomes

- 4.11 Students will **apply their understanding (within a variety of school contexts)** of the definitions of disabilities as categorized by the IDEA. IGC1K1, ICC2K6, DD1K1, LD1K5, PH1K1, AP5, FLESE1.4, COEDU2, ESOL 25
- 4.1.3 Students will **apply their understanding (within a variety of school contexts)** of the continuum of services for students with disabilities and how this continuum is applied within PS/RTI. ICC7S1, ICC7S2, ICC8S5, ICC8S6 IGC1K5, AP2, AP3, FLESE 1.2, FLESE1.3, FLESE2.1, 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, ICC9S6, ICC9S12, ICC10S9, IGC8S2, ICC4S3, IGC4S1 AP2, AP5, 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
- 4.3.1 Students will **apply their understanding (within a variety of school contexts)** of the role of families in the lives of students with disabilities and how this manifests similarly and differently based on the severity of a disability. ICC1K7, ICC2K3, ICC2K4, IGC2K2, ICC10K2, ICC10K3, AP2, AP6, FLESE1.6, 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, FLRE 4.9, COEDU5, ESOL 3, ESOL 25
- 6.1.1 Students will **apply their understanding (within a variety of school contexts)** of how parents and family members experience having a loved one with a disability and how their experience can affect their perception of schools and school personnel, their role in the education of their child, and the manner in which they communicate with school personnel. ICC1K7, ICC2K4, ICC10K2, ICC10K3, ICC5S6, ICC7S3, ICC9S12, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S10 AP5, AP6, FLESE1.2, FLESE1.8, FLESE3.6, COEDU1, COEDU5
- 6.1.2 Students will **apply their understanding (within a variety of school contexts)** of how cultural and linguistic differences between and among families can affect their interaction with schools and school personnel, with emphasis on how having a family member with a disability affects their interaction. ICC1K10, ICC3K3, ICC5K9, ICC5K10, ICC10K2, ICC10K3, ICC10K4, ICC6K1, ICC6K2, ICC6K3, ICC5S6, ICC7S3, ICC9S12, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S10 AP2, AP5, AP6, FLESE2.6, COEDU1, COEDU5, ESOL 3
- 6.1.3 Students will **apply their understanding (within a variety of school contexts)** of communication strategies for affecting collaboration with parents and families of students with disabilities. ICC6K3, ICC10K2, ICC10K4, ICC5S6, ICC7S3, ICC9S12, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S10 AP2, AP5, FLESE1.2, FLESE3.6, COEDU1, COEDU5
- 6.2.1 Students will **apply their understanding (within a variety of school contexts)** of school contexts) of various service delivery methods that effectively provide access to the general education curriculum for students with disabilities with emphasis on PS/RTI. IGC1K5, IGC1K8, ICC5K1, IGC5K1, BD3K1, BD5K1, D&HH3K1, ICC4S1, ICC4S4, IGC4S3, ICC5S3, ICC5S4, ICC5S5, ICC7S1, ICC7S8, IGC7S4, IGC7S8, ICC10S6 AP1, AP2, AP3, FLESE1.7, FLESE2.1, COEDU1, COEDU2
- 6.2.2 Students will **apply their understanding (within a variety of school contexts)** of collaborative teaching structures that provide students with disabilities access to the general education curriculum with emphasis on PS/RTI. IGC1K8, ICC5K1, IGC5K1, IGC5K3, BD3K1, BD5K1, ICC10K1, IGC10K2, IGC10K4, ICC4S1, ICC4S4, IGC4S3, ICC5S3, ICC5S4, ICC5S5, ICC7S1, ICC7S8, IGC7S4, IGC7S8, ICC10S6, AP1, AP2, AP3, FLESE1.7, FLESE2.4, COEDU1, COEDU2

- 6.2.3 Students will **apply their understanding (within a variety of school contexts)** of collaborative teaching structures that provide students with disabilities with academic and social learning experiences with students without disabilities with emphasis on PS/RTI. ICC4K1, ICC4S1, ICC4S4, IGC4S3, ICC5S3, ICC5S4, ICC5S5, ICC7S1, ICC7S8, IGC7S4, IGC7S8, ICC10S6, AP1, AP2, AP3, FLESE 1.2, FLESE 2.2, COEDU2
- 6.2.4 Students will **apply their understanding (within a variety of school contexts)** of 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 the concept 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
- 6.3.3 Students will **apply their understanding (within a variety of school contexts)** of different roles that special educators can have in PS/RTI. ICC10K2, IGC10K2, IGC4K4, AP1, AP4, AP5, FLESE1.6, COEDU1, 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 **apply their understanding (within a variety of school contexts)** of 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 **apply their understanding (within a variety of school contexts)** of 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 **apply their understanding (within a variety of school contexts)** of their understandings of 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, FLRE 1.E.1, 1.E.2, 1.E.3, 1.E.4, 1.F.3, 1.F.4, 2.2.A, 2.2.B, 2.2.C, 2.2.D, 2.2.E, 2.F.1, 2.F.2, 2.F.3, 2.F.4, 3.1, 3.2, 3.3, 3.6, 3.7, 3.8, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12, 5.13, COEDU2, COEDU6, ESOL 21, ESOL 25
- 6.4.5 Students will **apply their understanding (within a variety of school contexts)** of their understandings of 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
- 6.4.6 Students will **apply their understanding (within a variety of school contexts)** of effective transition practices for students with disabilities. ICC3K2, IGC7K2, IGC10K3, B&VI4K7, B&VI4K8, ICC4S6, IGC4S8, ICC7S7, IGC7S6, AP1, AP2, AP3, FLESE7.1, FLESE7.2, COEDU2
- 6.4.7 Students will **apply their understanding (within a variety of school contexts)** of teaching practices that address the cultural and linguistic needs of diverse students with disabilities in order to solve problems. ICC10K4, ICC5K7, ICC5K8, ICC5K9, ICC5S1, ICC5S13, ICC5S14, ICC5S14, ICC6S2, ICC9S6, ICC7S8, AP2, AP3
- 6.4.8 Students will **apply their understanding (within a variety of school contexts)** of uses of technology to enhance learning outcomes for students with disabilities in order to solve problems. ICC6K4, ICC7K4, IGC5S1, IGC7S4 AP2
- 6.4.9 Students will **apply their understanding (within a variety of school contexts)** of Universal Design for Learning (UDL). ICC6K4, ICC7K4, IGC5S1, AP2
- 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 instructional planning. ICC7K2, ICC7K3, ICC7K4, IGC10K4, ICC5S12, ICC5S16, IGC5S3, ICC7S10, ICC7S11, IGC7S3, IGC5S4, AP1, FLESE1.7, FLESE3.1, FLESE3.2, FLESE3.6, FLESE3.7, FLESE6.1, FLESE6.2, COEDU
- 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, 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, 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

IX. Required Texts and/or Readings and Course Materials

There is no required textbook(s) for this course. All assigned readings will be posted on the Course in Canvas Modules.

X. Grading Scale

Grading for this course consists of letter grades including plus and minus grades. 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" must be achieved in courses within your major.

Students will be graded based upon the following scale:

A+ = 97% -100%	C+ = 77% - 79%
A = 90% - 96%	C = 74% - 76%
B+ = 87% - 89%	C- = 70% - 73%
B = 84% - 86%	D = 65% - 69% (not an acceptable grade)
B- = 80% - 83%	F below 65% (not an acceptable grade)

XI. Grade Categories and Weights

Satisfactory completion of the seminar will be based on student performance on course requirements as noted below:

- a. Teacher candidates' preparation for and participation in class discussions and responses to online postings
- b. Self and peer evaluation of the videotaped segments of teaching
- c. Evidence of professional growth through the Action Research project including weekly reflections and project presentation to the appropriate audience.
- d. Evidence of professionalism and collaboration/ peer feedback as required.
- e. Ability to demonstrate student learning or provide reasonable rationale to the ineffectiveness of the lesson, then reflect on the curriculum, and strategies implemented

and use the process to improve one's practice.

NOTE: It is expected that teacher candidates demonstrate a proficiency in written work; therefore, and a grading component for all assignments will include quality of written expression. This includes spelling, punctuation, syntax, format, and presentation, along with correct APA citations (if applicable).

Activities	Points	%
Participation: Attendance, engagement, internship submissions	100	15%
Assignments:	300	35%
Padlet, wikis discussions, reflections	100	
Data Collection Timetable	50	
LR Matrix	50	
IEP Checklist	50	
Reading Binder Summary Form	50	
Action Research Project & Presentation (key assessment)	100 points	50%
Abstract	5	
Ch: 1 Intro and Rationale	15	
Ch 2: Literature Review	15	
Ch 3: Methodology	25	
Ch 4: Results	5	
Ch 5: Discussion	30	
Presentation	5	
Total		100%

XII. Assignments

1. **Online discussions & readings:** You will be assigned readings and discussions on what it really means to be a special education building resiliency in public schools while developing Action Research Skills.

Online: At various points in the semester, you will be directed to post on the class **discussion board**. Prior to each in-class meeting you must read the assigned readings and complete the assigned tasks. You will post your course

assignments and discussion by Friday at 5:00 pm.

2. **Key Assessment: The Action Research Project** is a Program Key Assessment for the Special Education Undergraduate Program. 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 Special Education Program 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 associated with each Program Key Assessment. Satisfactory performance constitutes a score of 3 or above on each component 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 do so will affect your ability to graduate on time. **Scores for subsequent submissions to achieve mastery will not be used in the computation of the final grade for the course.** Additional description and rubric appear on Canvas.

Action Research Project

In implementing this project, teacher candidates will:

1. Acquire an operational knowledge of how to conduct action/classroom/teacher research
2. Conduct a collaborative self-assessment of their knowledge and skills as identified by the Florida DOE and CEC for special education and ESOL
3. Develop a research question that promotes the acquisition of additional knowledge, skills or personal growth for the teacher, classroom, or school in areas that the MAT student (and mentor) believe are of greatest need for improvement
4. Conduct a literature review of the topic being studied
5. Identify a variety of data collection techniques that might be used in the proposed study
6. Implement a new idea/ technique into the classroom or school
7. Gather and analyze data as part of the action research
8. Submit a report of the action research project.

The action research project should include the following information:

- **Abstract** - This section is typically written last but placed in front of your study. It is a summary of your proposal including your research question(s).
- **Introduction** and Statement of Question(s) - This section explains your purpose for conducting this study and specifies your question. After reading this section, which is usually rather brief, one should understand the general background for your study and a context for it that leads to the statement of your research question (e.g., what happened to stimulate your interest in conducting the study?).
- **Literature Review** - This section discusses previous scholarship on the topic that relates to your research question(s). The purpose of the literature review is to position the proposed research within the broader literature of educational research. Your review should synthesize what others have done and learned from their studies.

- **Methodology**

Participants and Setting - This section provides a description of the participants, community, school, and classroom where the inquiry took place.

Implementation of Idea-This section provides a clear description of the changes implemented as part of your research. A retrospective study would describe what you are doing differently as an educator to reflect on and evaluate your own practice. Implementation of ideas should be described in the narrative and supported with field notes.

Data Collection and Analysis This section explains how you conducted your action research project--including the data you collected, the instruments/ techniques you used, and a description of how you analyzed your data to make meaning.

- **Findings** - This section describes what you found out. Your data are reported and sufficiently discussed to provide a clear understanding of what you learned ensuring the findings are transparent to the reader.
- **Conclusions and Implications** – This final section describes how this study impacted your teaching, your class, your students, and / or your school. Additionally, you explain how you will share your results with those who would benefit from your findings. This section also describes your next steps as well as a final reflection on the Action Research Process.

The written report should reflect the implementation of your own work and the evaluation of your own data. Confidentiality should be used when reporting student data and any all projects should follow your district's and USF's IRB protocol as warranted. All scholarly writing should follow the American Psychological Association (APA) guidelines. Use the Purdue Online Writing Lab (OWLs) or another reliable resource to ensure APA compliance.

3. **Internship Reflections:** The weekly reflective journaling process is directly linked to you progress with your inquiry project. You may share other details about your teaching experiences during internship, but the focus should be on your project. Topics can include assessment (pre-, post- or formative), lesson planning, instruction of your strategy or intervention, data-based decision making, student progress, etc. These reflections will be due on Canvas if you request an individual wiki or on a google doc which will be submit with your action research project as part of your field notes / reflection. Ongoing reflection on one's teaching, is a practice of effective educators.
4. **Action Research Presentation-** Sharing the results of your study is an important professional development activity. Students will prepare a professional presentation to share not only with the class, but with appropriate school and community personnel.
5. **Video Presentation (video & post reflections)-** Reflecting on one's practice is necessary for professional growth. Interns will videotape themselves providing instruction in their P- 12 classroom. Cameras should focus on the intern and provide a 5 -10-minute **video segment** to be shared with your peers during seminar. During seminar, interns will share videos in small groups related to specific Danielson criteria. Additionally, you will **provide**

a video reflection on Canvas. This is due the day after your video presentation. Peer groups also will share feedback.

6. Class Participation

Participation and professionalism are required skills of an effective teacher. It is an expectation of this program that you participate in class, discussions and activities and you work towards the implementation of your Action Research Project in a professional and ethical manner. Interns who miss class should submit the required work prior to their absence and notify the instructor ASAP.

XIII. Grade Dissemination

Graded assignments, including feedback and materials in this course will be returned individually on Canvas. You can access your scores at any time using "Grades" in Canvas. Be sure to review all comments and feedback in canvas - access this [link](#) to learn how.

XIV. Course Schedule

See Course calendar for detailed course schedule.

* Note: The Schedule is subject to revision

XV. Course Policies: Grades

Late Work Policy:

Students will lose points for work submitted late. Each paper, project or reflection will be deducted points for each day it is late.

Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course.

An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The student will be provided an additional week from the close of the semester to submit her/his work. Students submitting work beyond that date will earn an "F" in the course and depending on the extenuating circumstances and communication with the faculty may have the grade change if 80 % of the course has been successfully completed.

Rewrite Policy:

Rewrites will be required on the AR Plan and Final AR Paper if original submissions do not meet course writing standards, language communication expectations, and integrate person-first language. Note that an alternate grading rubric will be used for the rewrite,

featuring an additional column that evaluates the changes made based on the original feedback.

Final Examinations Policy

There is no final exam in the class. The instructor reserves the right to add unannounced quizzes to the course if students are not participating in preparatory readings.

XVI. Course Policies: Technology and Media

Email:

Teacher candidates should email the instructor directly at edoone@usf.edu with questions or concerns. Emails will be answered within 48 hours from M- F. Please allow longer response time on weekends. Do not email through canvas, rather use the instructor's direct email.

Canvas:

This course will be offered via USF's learning management system (LMS), Canvas. 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.

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.

Policy:

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.

Permitted Use: The use of generative AI tools is permitted for course-related submissions, that support assignments, projects and presentations, however, students must responsibly use these tools, adhering to the guidelines outlined in this policy.

Student Responsibility: Students are responsible for appropriately using generative AI tools in their work. This includes:

1. Citing all AI-generated content used in their submissions.
2. 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 for all AI generated content are expected.

3. Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments.
4. 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.

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](#)).

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.

Laptop Usage:

You should bring your laptop to class to access course documents. In-class time will be provided to review your timelines, data collection materials and to organize and analyze your data. Additionally, students can access course PPTs during the lecture via Canvas.

Phone Usage:

This is a small class and participation is encouraged and required for peer-review and weekly activities. Use of cell phones should be limited to class breaks in respect of the instructor and your classmates. Per university policy and classroom etiquette; mobile phones, iPods, etc. **must be silenced** during class and used for course work only.

XVII. Course Policies: Student Expectations

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.

Academic Accommodations

Students with accommodations 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 providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF Policy 0-004](#)). The USF Center for Victim Advocacy 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 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 personally to an educator, he or she is required to report it to OSSR or DIEO for investigation. Contact the USF [Center for Victim Advocacy](#): 813-974-5757.

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 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

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.

The Writing Studio: 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.

Turnitin.com: In this course, turnitin.com will be utilized as needed. 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. Assignments submitted to the instructor which do not reflect the students' work will be entered into turnitin.com that states. For a more detailed look at this process visit <http://www.turnitin.com>

Important Dates to Remember

Assignment due dates and university deadlines provide for teacher candidate planning and for preparing for upcoming evaluations and collaborative work.

Drop/Add Deadline tuition due:	Jan. 13, 2025
MLK Day	Jan. 20, 2025
Midterm Grading Closes:	March 4, 2025
Withdrawal Deadline:	March 29, 2025
Spring Break	March 17 – 23, 2025
Final Presentation/Submission:	April 21, 2025