



EEX 4880

Integrated Clinical Experience: ESE Secondary 6-12

83430 601

Fall 2026

Instructor Name

Beth Wilt

University Course Description

This course allows Level 2 interns to teach under the competent guidance of cooperating teachers, for one full semester at the end of the program of study.? It is during this period that the intern devotes a major portion of the program to taking an active part in actual classroom experiences.? The intern participates by observing, teaching, and evaluating the same activities as the cooperating teacher. The undergraduate Level 2 intern will spend the semester under the supervision of a secondary ESE teacher.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course meets on Tuesdays face to face. Scheduled seminars will be discussed in your level 2 orientation.

Student Learning Outcomes

- Students will establish a collegial relationship with members of the school staff, parents, and all persons interested in the education of the students.
- Students will become skilled in teaching by: - understanding the behavior of pupils - managing and guiding student behavior - applying educationally sound principles of learning
- Students will enhance instructional competencies by: - selecting and specifying goals and objectives - selecting instructional strategies - selecting instructional materials - organizing classroom groups and activities - implementing lesson plans - collecting data to use for program improvement
- Students will develop skills in performing normal administrative duties including the maintenance of required records and the submission of required reports.

Course Objectives

Interns will:

- Assist the classroom teacher in delivery of instruction by implementing instructional plans for individuals, small groups, and the total class as deemed appropriate by the Cooperating Teacher and University Supervisor
- Plan, prepare, and implement instructional plans for individuals, small groups and the total class as deemed appropriate by Cooperating Teacher and University Supervisor
- Develop and apply classroom management plans for both individuals and the total class
- Become familiar with roles and responsibilities of the ESE teacher
- Utilize a variety of instructional tools, strategies, and techniques that are designed to meet the needs of the ESE secondary student
- Use effective presentation skills during implementation of lesson
- Attend all appropriate ESE/RTI/MTSS meetings
- Assist in the development of Individual Education Plans and other ESE required paper-work

Required Texts and/or Readings and Course Materials

Elish-Piper, L., Wold, L. S., & Schwingendorf, K. (2014). Scaffolding high school students' reading of complex texts using linked text sets. *Journal of Adolescent & Adult Literacy*, 57(7), 565-574. (Available digitally through USF library system).

Supplementary (Optional) Texts and Materials

N/A

How to Succeed in this Course

Responsibility

Week	Responsibility
1-3	The intern should observe and assist with individual students and small groups each day
4-6	The intern should teach 1 whole group lesson per day, plus work with individual students and small groups.
7-10	The intern should teach 2 whole group lessons per day including a transition between
11-14	The intern should teach 2 or more class periods and continue with what she/he has been doing in weeks 1-3, adding more responsibility each successive week

In the 6 -12 Integrated Internship experience:

1. Each student will be assigned to a specific school for one semester. The intern will be part of a team consisting of the intern, the cooperating teacher, the principal of the school, and the university supervisor. The intern will report to the assigned school for two full days each week of the semester and is expected to keep teacher hours. **Multiple early departures and/or late arrivals can result in dismissal from the internship.**
- All interns are expected to have completed the security clearance process required by the school board, including fingerprinting, prior to the start of their internship.
 - Several large group meetings with all COE 6-12 interns will be held for approximately two (2) hours and will include information about the Florida Accomplished Practices (FEAPS), Classroom Management, Response to Intervention (RTI)/MTSS, Learning Styles, Diversity Awareness, and Universal Design for Learning.
 - Attendance to all seminar sessions is mandatory. Interns are expected to ensure their schedule allows for the ability to attend seminar days/times –Tuesdays at 3:30pm.
 - On alternate weeks interns may meet with their university supervisors to handle school and assignment related topics as mentioned above.
 - The intern will be responsible for demonstrating both dependability and punctuality to their school and the university. **In the event that there is an absence at the internship school, the intern will be responsible for:**
 - **Immediately notifying the school and the Cooperating Teacher**

- **Immediately notifying the University Supervisor**
- **Emailing lesson plans for the day to the Cooperating Teacher**
- **Making up any in-school time missed**
- **3 or more absences (or pattern of late arrivals/early departures) may result in dismissal from the internship**
- As a member of an internship team, the intern is considered a professional in training and is expected to dress, interact and perform as such throughout the program.
 - Professional dress/business casual dress is required for Orientation and all internship hours.
- Interns are expected to keep teacher hours which typically refers to one-half hour before and after school (7 ½ hours each day).
- Interns will be observed and evaluated on their teaching effectiveness (formally and informally) by both the Cooperating Teacher and the University Supervisor.

Grading Scale

The grading policy for this course is Satisfactory/Unsatisfactory (S//U). In order to receive an “S”, the intern **MUST** satisfactorily fulfill all of the following requirements: 80% of total points, satisfactory observations and progress reports from CT and Supervisor, attend all seminars and score a ‘met’ on the critical assignment.

Grade Categories and Weights

(These may be modified at the instructor’s discretion)

- Complete the School/Class Demographics and Accommodations/Modifications Form as a way to document the contextual factors of your classroom. Write a paper describing these contextual factors. The paper must include how this will impact your instructional techniques, how it might impact student interaction within the classroom, and the impact of ethnicity and culture on social interactions within the classroom environment. Submit the completed School/Class Demographics and Accommodation/Modifications form with your paper by the assigned due date.
- **Behavior and Classroom Support Systems** is one of your critical assignments. This assignment focuses on understanding how behavior and classroom support systems function within established secondary special education settings. This assignment is completed as **one integrated submission** and replaces the former multi-part classroom management assignment. Interns will analyze existing behavior expectations, routines,

and supports in their placement, describe their role within those systems, and reflect on their professional learning related to behavior support.

Interns are **not expected to redesign or replace existing classroom management systems**. Instead, the focus is on professional observation, supported participation, and reflection appropriate to the intern role.

This critical assignment aligns with **Florida Educator Accomplished Practice (FEAP) 2.f** and **FEAP 5.e** and must earn a minimum score of **80%** to meet program requirements. Once graded by the university supervisor, the completed assignment will be uploaded to the intern's electronic portfolio by the designated due date.

Interns should follow all directions outlined in the assignment document and rubric.

- Follow directions for Developing an Individual Professional Development Plan (IPDP) in your Internship Manual. You will complete an initial IPDP after your first observation by your university supervisor. Your IPDP should be developed around the data and goals discussed during the post-observation conference and from your self-rating scale. Be sure to type these on the correct form and print it out for your CT to sign. Once this is done upload it on Canvas. At mid-semester, you will revisit the IPDP with your CT and see which goals are still “in progress” (I) or “accomplished” (A). For those still “in progress” devise new steps of action to take with a new target date. Specifically, you will identify and attend an in-service opportunity aligned with your goals. The updated IPDP and a summary of the in-service should be uploaded to Canvas and portfolio. For those “accomplished”, establish new goals and steps to take as well as a target date. You and your CT will revisit the IPDP once more at the end of the semester. At the end of the semester, you will write at least a one-page paper reflecting on your growth and development as a pre-service teacher throughout the semester, as well as areas for further professional development. Include in the paper at least three (3) things that you learned about yourself that are tied to your IPDP goals. Then discuss at least three (3) areas in which you would like to improve AND what you will do to accomplish each goal. Specific reference to training and other professional development in which you have participated should be discussed. This is to be uploaded to Canvas. (FEAP 5e)
- Complete the Individual Education Plan (IEP) Interview, Development and Reflection Assignment. You must attend an IEP meeting to complete this assignment.
- **Reading Strategies:** Using the Reading Portfolio Checklist in your Internship Manual, implement and document the reading strategies used for each of the competencies on the list. You must include a full formal lesson plan for each indicator, as well as a completed student artifact, where you used this strategy, the objective tied to it, and how many students met/did not meet the objective. You must also summarize and reflect upon each of the strategies. Each indicator **MUST** have a different artifact. You will upload your completed indicators to Canvas according to the specified due dates. Be sure to double-space the format for each indicator as well as the corresponding lesson plan and artifact. When you have completed all indicators have your CT sign the checklist as indicated and upload the completed checklist to Canvas turn in to your supervisor for review.

Remember this is a portfolio, so include your **BEST** work. This cannot be submitted without your Supervisor signature as well.

- Plan and implement a four day Mini TWS-Unit Plan. You need to discuss with your Cooperating Teacher the target of your Mini-Unit. You will submit your Mini-Unit proposal to your supervisor via Canvas by the due date following the format given in **the appendices**. This unit must include four formal lesson plans which are connected around one theme/focus. Lessons must show the progression of knowledge and skills of students. The lessons must be based upon the contextual factors of your student population. This activity must include a pre-test, formative assessments for each day as well as a final **summative evaluation (post-test)**. The outcomes of the pre-test, each daily lesson, as well as the final summative assessment, will be tracked on an assessment results document (table, spreadsheet, etc). Reflect upon **each** lesson, as well on the results of this unit as a whole in a one-page paper. Use the assignment format to organize and reflect on the mini-unit assignment. This unit is to be taught in the four consecutive days that you are in the classroom (two weeks). This is to be completed during a two-week window of time, so please be sure to schedule the unit and manage your time accordingly. The Mini-Unit is to be uploaded on Canvas and an 80% is required on this assignment in order to pass the course.
- Attendance at all seminars is **MANDATORY**. Late arrival (5 minutes or more) or early departure (prior to being dismissed by your supervisor) will result in a loss of 10 points. **Absence from seminar results in loss of all points**. Cell phones and all other electronic devices must be turned off during seminars unless the coordinator or the presenter gives permission for them to be used as a part of the presentation.
- It is your responsibility to make sure your supervisor receives any assignments that are due if you are missing that seminar or observation. Late points will be waived if your supervisor receives official documentation (i.e. a doctor's note) within one week of the date the assignment was to be submitted (either by the due date or by a date adjusted by your supervisor).

Instructor Feedback Policy & Grade Dissemination

ALL assignments including those that are considered complete/incomplete must be turned in on time. **10% off per day late will apply to all work**. If you have an emergency, please reach out to your supervisor PRIOR to the assignment being due to determine if they can work with you on the submission. Communicating with your supervisor after the assignment is due will result in late points being deducted from the assignment. A critical assignment that does not meet the prescribed standard of 80% may be revised and resubmitted with prior approval from the supervisor. The rewrite must be returned to the supervisor within a week. Failure to submit a critical assignment by the prescribed time will result in a final grade of an "U".

Major Topics and Course Schedule

Schedule

Week	Key Happenings	Due	Notes
August 17th	8/19-8/20: Orientation in STEM LAB	8/22: - Personal Information Sheet - Internship Affidavit	
August 24th	8/26: First day in placement	8/29: - Classroom Schedule - Reflection #1 - CT Manual Receipt	
August 31 st		9/5: Demographics assignment	
September 7 th	9/8: Seminar-IEPs & Goals CT completes a formative tool	9/12: CT Formative Tool #1	

September 14th		9/19: • Lesson Plan #1 • Initial IPDP (aligned with first observation data) • Screenshot of GRADED BookTalk- 5.13	
September 21st	9/22: Seminar-Assessment CT and US log in to portfolio to complete PBA	9/26: • Online PBA 1 (CT and US) • Reflection #2	
September 28th	CT completes a formative tool this week	10/3: • CT Formative Tool #2 • Attendance Verification- January/February Documentation	
October 5th	10/6: Seminar: HOT and Non-Verbal/Low Verbal Learners	10/10: • Mini-TWS Unit Proposal	Midterms

October 12th	CT completes formative tool this week	10/17: • Screenshot of GRADED Differentiated Lesson Plan- R.I. 5.12/5.15 • CT Formative Tool #3 • Mid-semester IPDP & in-service artifact	
October 19th	CT & US complete PBA in portfolio	10/24: • IEP Assignment • CT & US PBA 2 • Screenshot of Text Set based on Interest Inventory • Attendance Verification- March Documentation	
October 26h	10/27: Seminar: Final intern panel CT completes a formative tool this week	10/31: • Lesson Plan #2 w/ R.I. 5.18 • CT Formative Tool #4 • Classroom Management/B ehavior Support Plan	Reading Indicator 5.18-Decoding Skills will be the focus of this lesson plan

November 2nd		11/7: • Lesson Plan #3 • Reflection #3 • Screen Shot of GRADED Integrated Lesson Plan- R.I.5.10	
November 9th		11/14: • Final IPDP and Reflection • Upload Management Plan and IPDP to portfolio	
November 16th	11/19 : LAST DAY IN PLACEMENT Qualtrics Survey posted to Canvas US/CT complete summative	11/21: • Mini TWS Due • Summative Due- US/CT • Attendance verification- April documentation • Signed Reading Indicator doc • Battery of Assessments Screenshot	

November 23rd		11/28: • Complete Qualtrics Survey • Upload Mini TWS and Reading Indicators to Folio • Upload Final IPDP and Reflection to Folio	11/26-11/27: Thanksgiving Break
November 30th	Final Intern TWS Celebration		

***Seminars: Pre-service teachers must attend the entire seminar. Seminars occur Tuesdays from 2:00-3:30pm**

USF Core Syllabus 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, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or

teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

The grading policy for this course is Satisfactory/Unsatisfactory (S//U). In order to receive an "S", the intern **MUST** satisfactorily fulfill all of the following requirements: 80% of total points, satisfactory observations and progress reports from CT and Supervisor, attend all seminars and score a 'met' on the critical assignment.

ALL assignments including those that are considered complete/incomplete must be turned in on time. **10% off per day late will apply to all work.** If you have an emergency, please reach out to your supervisor **PRIOR** to the assignment being due to determine if they can work with you on the submission. Communicating with your supervisor after the assignment is due will result in late points being deducted from the assignment. A critical assignment that does not meet the prescribed standard of 80% may be revised and resubmitted with prior approval from the supervisor. The rewrite must be returned to the supervisor within a week. Failure to submit a critical assignment by the prescribed time will result in a final grade of an "U".

Grades of "Incomplete"

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

For undergraduate courses: 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 time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Computers and cell phones are not to be used in your internship setting unless you have an emergency or are using them to complete a lesson. Students are expected to have all assignments and lessons completed prior to your days in your internship classroom. These policies apply for seminars as well.

Course Policies: Student Expectations

Health and Wellness

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

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may 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 may 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>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.

- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

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.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

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, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://www.usf.edu/student-ombuds)