



LAE 4940

Internship: English, Math, Science, Social Science

Education

84155 001

Fall 2026

Instructor Name

Laura Sabella

Maggie Wilson

University Course Description

One full semester of internship in a public or private school. In special programs where the internship experience is distributed over two or more semesters, students will be registered for credit which accumulates from 9 to 12 semester hours

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course is a field-based course. If you intend to withdraw from this course after the drop/add date, you should inform your instructor before doing so as it may impact your ability to gain placement in a future term. This course requires fingerprinting. You will be informed via email by Student Academic Services

regarding your need to fingerprint. Any questions/concerns regarding fingerprinting should be directed to Jennifer Jacobs at jjacobs8@usf.edu.

Student Learning Outcomes

By the end of this course, students will demonstrate the ability to:

General Education Tier 4 High Impact Practice Internship Student Learning Outcomes

1. Engage in meaningful critical reflection in required coursework (General Education Tier 4 HIP Internship SLO);
2. Under professional oversight, apply contextually appropriate behaviors, tools, techniques and/or dispositions with relevant course-related experiences (General Education Tier 4 HIP Internship SLO);
3. Integrate discipline-specific knowledge into the contextualized experience (General Education Tier 4 HIP Internship SLO);
4. Provide discipline appropriate evidence of their learning in the course via a culminating assignment (General Education Tier 4 HIP Internship SLO);
5. Apply classroom knowledge to critically consider and address issues (General Education Tier 4 HIP Internship SLO);
6. Synthesize discipline-appropriate learning via a culminating assignment (General Education Tier 4 HIP Internship SLO).

Florida Educator Accomplished Practices (FEAP)

1. Demonstrate the ability to teach lessons that have been planned and modeled by the MT. (FEAP 2a, 2b, 2d, 2e, 2h, 3e, 3i, 3f, 3j, 6)
2. Plan and implement lessons and units that demonstrate skills of planning and knowledge of subject matter and pedagogical content knowledge. (FEAP 1a, 1b, 1c, 1f, 2a, 2b, 2c, 2e, 2f, 2h, 3a, 3d, 3f, 3i, 3j)
3. Model a variety of teaching techniques and strategies that reflect knowledge of human development and learning. (FEAP 1c, 2a, 3h)
4. Demonstrate the ability to plan and deliver lessons appropriate for unique backgrounds, strengths, and learning needs of the student. (FEAP 2d, 2f, 2h, 3d, 3h, 4e)
5. Demonstrate the ability to plan and deliver lessons that promote critical thinking among students. (FEAP 1f, 3a, 3b, 3f)
6. Demonstrate ability to integrate technology into classroom instruction. (FEAP 2g, 2i, 4f)
7. Demonstrate ability to integrate Florida Educator Accomplished Practices and the Common Core Standards into lesson preparation and presentation. (FEAP 1a, 1f, 3b, 3c, 3e)
8. Assess and report students' learning through formative and summative processes and use that information to design future lessons appropriate for the students that will lead to learning gains. (FEAP 1d, 1e, 4a, 4b, 4c, 4d)

9. Become familiar with the demographics of the school. (FEAP 2d, 2f, 2h, 3d, 3h, 4e)
10. Adhere to all policies, rules, and procedures of the school. (FEAP6)
11. Understand the behavior management system of the school and classroom, and manage student behavior and student behavior when assisting the MT with individual student, small group student, and large group student instruction and in other situations that are appropriate. (FEAP 2a, 2b, 2c, 2f)
12. Demonstrate knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida and abide by them. (FEAP 5c, 5e, 6)
13. Use appropriate verbal and non-verbal communication with students, colleagues, families, and other stakeholders in the education community. (FEAP 2e, 4e, 5d)
14. Demonstrate professional dispositions as described in the College of Education Conceptual Framework such as appropriate attendance, professional responsibility, enthusiasm, emotional balance, record keeping, attire and grooming, and positive role modeling. (FEAP 5a, 5b, 5e, 6)
15. Engage with colleagues, supervisors, families, and other stakeholders in the education community to improve educational experiences and student learning in the school. (FEAP 5d)
16. Engage in continuous reflection and respond positively to constructive feedback. (FEAP 5a, 5b, 5c, 5e)
17. Engage in professional development through opportunities made possible by the school, school district, and professional organizations. (FEAP 5e, 5f)

Course Objectives

This course will introduce TCs to the following:

1. To develop a coherent and rational view of current professional practice in education.
2. To establish a collegial relationship with members of the school staff, parents, and all persons interested in the education of the students.
3. To become skilled in teaching by understanding the behavior of pupils, managing student learning and applying educationally sound principles of learning.
4. To 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 (FEAPS 1, 2, 3, 4, 5, 6)
5. To develop skills in performing normal administrative duties including the maintenance of required records and the submission of required reports.

Required Texts and/or Readings and Course Materials

Texts:

1. The course text is the Secondary Internship Handbook and Jon Saphier's (2013) article "15 Minutes to a Transformed Lesson" from the *Journal of Staff Development*.
2. Course instructor may assign additional readings based on contextual factors such as school site, student population and instructional needs, content and grade level taught, and professional development needs.

Technology:

1. Computer with internet access
2. Word processing software
3. PowerPoint (or similar) slide show software

How to Succeed in this Course

Remain in constant contact with your University Supervisor, Mentor Teacher, and professor. Prompt communication with all stakeholders will allow your support system to serve you well.

Grading Scale

Grading Scale

Grade	Points	Point Value	Grade	Points	Point Value	Grade	Points	Point Value
A+	1161-1190	4.0	A	1129-1160	4.0	A-	1087-1128	3.67
B+	1056-1086	3.33	B	1024-1055	3.0	B-	982-1023	2.67
C+	951-981	2.33	C	918-950	2.0	C-	877-918	1.67
D+	846-917	1.33	D	814-916	1.0	D-	772-813	.67
F	771 or less	0						

Grade Categories and Weights

Grading in this course is based on points (1,190 points possible):

NOTE: Internship failure can occur regardless of grade. Failure by any TC to uphold the required standards of professionalism, ethics, and/or performance required by the placement school, the Final Internship program, and/or the USF College of Education can result in dismissal from the program and failure of the internship course.

Point Values

	Points Possible
Participation and Teaching	(890)
TC Orientation Quiz	15
Form A1 TC Information/Schedule	10
Gather Danielson Evidence Observing MT	35
Initial Triad Meeting Checklist	10
Documentation (Observation Scores, Internship Survey, Domain C Professional Responsibilities)	565
Professional Disposition Assessments (Cycles 1 and 2; TC and MT)	80
Formal Observation Lesson Plans (Cycles 1, 2, and 3)	75
Formal Observation Post-Conference Form (Cycles 1, 2, and 3)	75
Cycle 3 Summative Self-Assessment for final triad meeting	25
Content-based Professional Development Plan (Tier 4 HIP)	(300)
Signature project and critical reflection	
Part 1: Content Planning (GEA #1 – signature project)	100
Part 2: Critical Reflection (GEA #2 – critical reflection) Culminating Assignment	200

Any form / assignment with signature lines must have handwritten (or secure, digitally-generated, as through DocuSign or Adobe) signatures in order to be accepted for credit. Documents with signature lines left blank, or with typed names in place of signatures, will not be accepted.

Instructor Feedback Policy & Grade Dissemination

Response time for communication typically is within 72 hours. Response time for feedback is typically provided within 2-7 days. Grades are disseminated as soon as possible and vary depending on assignment. You can access your scores at any time using "Grades" in Canvas.

Major Topics and Course Schedule

- **Cycle 1: 8/10 - 9/18**

- Orientation: 8/10
- Begin Internship: 8/11
- Teacher Candidate's Teaching Schedule: 8/11
- Triad Meeting Checklist: 8/21
- Observation Domain Evidence: 8/21
- Seminar Class 1: 8/28
- Letter to Families: 8/28
- Semester Scope and Sequence: 8/28
- Community to Case Student Context: 8/28
- Seminar Class 2: 9/04
- TCP: 9/04
- Student Work Day: 9/18
- Resume and Cover Letter: 9/18
- GEA Part 1: 9/18
- All Cycle 1 Documentation: 9/25

- **Cycle 2: 9/28 - 10/16**

- Seminar Class 3: 10/09
- GEA Part 2: 10/09
- Seminar Class 4: 10/16
- UP Component 1: 10/16
- All Cycle 2 Documentation: 10/23

- **Cycle 3: 10/26 - 11/13**

- UP Component 2: 10/30
- Student Work Day: 11/06
- UP Component 3: 11/06
- Seminar Class 5: 11/13
- UP Component 4: 11/20
- All Cycle 3 Documentation: 11/20
- End of Internship: 11/17
- End of Seminar: 12/04
- Domain C: 11/20
- ESOL/RE forms: 11/20
- Course Evals: 12/04

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

Consult the Secondary Internship Handbook.

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

Consult the Secondary Internship Handbook.

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://usf.edu/student-ombuds)