College of Education Vision

“Learners and leaders of today and tomorrow”

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

Welcome to your final semester in the College of Education. Each of you are at this point in your career due to hard work, dedication, and commitment to a promising future. However, you did not get here by yourself. Many others own a “piece of the action;” take a moment and reflect on some of those “others…” This semester will bring new mentors into your life; mentors who are proud to call themselves teachers. We are some of those new mentors; I have been proud to call myself a teacher since 1989 and remain proud of my profession and my fellow professionals. You will officially join this worthy profession very soon. I hope you find it as stimulating and rewarding as I have; I know you will find it challenging as you navigate the delicate art of bridging research and classroom practice.

SECTION 1: Course Information

A. Course Information: EDG 4937 CRN 80808
   Wed. 5-7:45 Marieb Hall #200
   Fall 2015

B. Instructor Information
Instructor: Diane Kratt
Office: Merwin Hall 271
Office Hours: by appointment
Office Phone: 239-590-7780
Cell Phone: 239-707-9484
Email: dkratt@fgcu.edu

C. Course Description
The Student Teaching Seminar is a required course and is taken concurrently with the Level II Student Teaching Experience. It is a capstone experience in which trends and issues within the field of education are discussed and provides an opportunity to move the student teacher towards being a reflective practitioner. The Seminar experience will offer an on-going opportunity to discuss the student teaching experience, to receive training required by the State of Florida in Professional Ethics and Protecting Florida’s Children and support in completing the Teacher Work Sample component.

- **Course Prerequisites/Co-Requisites.**
  Student must have completed all course work in program of study and be concurrently enrolled in the final internship.

**D. Textbooks and Instructional Materials**

**Required: Everyone**

*FGCU Student Teaching Handbook*: Available on internship website.

*Preparing a Teacher Work Sample*: Available on the internship website.


**Required: Elementary/Early Childhood Majors**

*25 Quick Formative Assessments for a Differentiated Classroom* by Judith Dodge

**Required: Secondary Majors**

**Math** - *Mathematics Formative Assessment* by Keeley & Tobey

**Science** - *Science Formative Assessment* by Keeley

**Social Science** - *Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking* by Ogle, Klemp & McBride

**Required: Special Education Majors**

**Elementary School placements** - *25 Quick Formative Assessments for a Differentiated Classroom* by Judith Dodge AND *Find a Way or Make a Way* by Leslie Packer ISBN: 9780981864327


**Technology Resources:**
- Library Resources:
A. **College of Education Proficiencies**
As a capstone experience it is expected that students will apply all College of Education Proficiencies and Dispositions.

B. **Program Outcomes, State Competencies, and National Standards**
There are several sets of standards that guide the work in the student teaching/senior seminar experience:

**NCATE Standard Addressed by this Course:** Standard 3
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state and institutional standards.

**INTASC Principles Addressed by this Course and cross-referenced with the Florida Educator Accomplished Practices (FEAP) and Reading Competences:**

**Principle 1:**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (FEAP 8, Competencies 1,2,5,6)

**Principle 2:**
The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development. (FEAP 7, Competencies 2,4,6)

**Principle 3:**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (FEAP 5, Competencies 4,5)

**Principle 4:**
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. (FEAP 4, Competencies 4,5,6)
Principle 5:
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (FEAP 9, Competencies 4,5)

Principle 6:
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (FEAP 2, FEAP 12, Competencies 4,5,6)

Principle 7:
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. (FEAP 10, Competencies 1,3,6).

Principle 8:
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. (FEAP 1, Competency 3)

Principle 9:
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. (FEAP 3, Competency 6)

Principle 10:
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. (FEAP 11, FEAP 6 Competencies 4,5,6).

C. Course Outcomes/Objectives/Assessments
Note how each objective relates to competencies as expressed in various standards.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Standards Addressed</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>To reflect on teaching practices and develop improvement plans in relationship to the student teaching experience.</td>
<td>FEAP 3 (M)</td>
<td>TWS Reflection Component</td>
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<td></td>
<td>INTASC 9</td>
<td>Professional Development Plan</td>
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<td></td>
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<td>Reflective Journal</td>
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To meet the state guidelines for training on the ethical responsibility of teachers in dealing with classroom issues.

| FEAP 6 (M) | Successful completion of state ethics seminar |

To recognize child safety issues and to create an awareness of the mandatory and correct reporting of suspected child-abuse.

| FEAP 6 (M) | Successful completion of training by district certified trainer. |

To process and analyze day-to-day experiences in the classroom.

| FEAP 4,2 INTASC 8 | TWS Lesson Plans, Letter of Introduction, Classroom Newsletters Reflective Journal |

Design, plan and implement an integrated teaching unit based on State Standards and Student Needs.

| FEAP 1-12 INTASC 1-10 | TWS |

**Course Topics May Include** (depending on student needs/interests):

- Implementing lesson plans
- Serving the needs of all students: teacher reflection on instruction for special needs and ESOL
- Classroom management on a daily basis
- Developing working relationships with colleagues
- Professional Codes of Ethics
- Professional organizations in the program areas
- Developing a professional portfolio based on the Accomplished Practices
- Professional behavior and communication skills
- Linking action research to current research in the field
- Classification and eligibility in practice including LEP students
- Cultural diversity within education
- Educational placements, including inclusion and co-teaching
• Assessment practices and accountability including ESOL students
• High Stakes assessment and special needs students
• Transition policies and School to Career issues
• Education funding
• Technology in the classroom
• Quality of life issues
• School reform issues
• Parent-Teacher Conferences
• Job Interviews

D. Assignments

Completion of the Teacher Work Sample: Critical Task

Student Teachers will plan, teach and analyze student learning through the completion of a Teacher Work Sample. Refer to the Preparing a Teacher Work Sample Portfolio Handbook which is available on the Internship Website and on Canvas. Due dates are on Canvas.

Introductory Letter and 2 Classroom Newsletters

Letter of Introduction:

Each Student Teacher will create a letter which introduces himself or herself to the parents of the students in their assigned classroom. Letter must be typed, must make use of Standard English and be no longer than one typed double spaced page. You must facilitate the letter being translated into the languages which are representative of the families you will be teaching. You must have the cooperating teacher read and approve the letter prior to sending it home with your students. Due date is posted on Canvas.

Classroom Newsletter:
Each Student Teacher will create a classroom newsletter which will serve a variety of purposes. One purpose will be to serve as a component of your parent communication plan; another purpose could be a vehicle in which to publish student writing samples. The newsletter can be paper or electronic. Your responsibility is to begin this project prior to full take-over and continue it through your student teaching semester. You must create a minimum of 2 issues. Each issue or the link to each issue will be posted to Canvas by the due date.
Completion of assignments and requirements
- Assignments are to be posted or turned in on due date.
- Assignments submitted late may receive a deduction in grade.
- All requirements and assigned work must be completed satisfactorily to earn a passing grade.
- If a student is excused from a class, he or she is responsible for all the information discussed during class and for distributed handout/materials.
- Teachers are expected to be proficient in their use of oral and written Standard English. All papers and projects are expected to reflect Standard English grammar, spelling, punctuation, appropriate professional vocabulary, and sentence structure. Points will be deducted for grammar and spelling mistakes. It is suggested each of you acquire a proof-reader or visit the FGCU Writing Lab. for help in this area.

E. Critical Task
Title: Teacher Work Sample/Data Driven Assessment/Instructional Improvement Plan

Description:
In this time of accountability and focus on improvement in America’s public schools the focal point for all educational professionals is impact on student learning and higher achievement for all students. The Teacher Work Sample is a tool for helping teacher candidates bring together theory and practice while supporting the conceptual framework of Knowledge, Skills and Dispositions embraced by the College of Education and the Teaching Profession. The Teacher Work Sample represents the kind of planning, implementation and assessment that should be ongoing in every classroom and will serve as the capstone experience for Teacher Candidates at Florida Gulf University. This Teacher Work Sample will not be something extra or something produced only for evaluators, this is an integrated unit which Teacher Candidates will plan and teach in their student teaching classroom. Detailed directions for the completion of the Teacher Work Sample are available in Preparing a Teacher Work Sample Handbook which is required reading for this course. Directions for completion of the Teacher Work Sample will be discussed in detail in Senior Seminar.

F. Grading Policy
Course Requirements and Evaluation
Assignments for Senior Seminar are to be turned in by the assigned due dates.
As per College of Education policy, in order to pass Senior Seminar, students must earn a grade of C+ or higher.
Grading Scale:
94 - 100 A
92 - 93 A-
90 - 91 B+
84 - 89 B
82 - 83 B-
G. **Attendance and General Policies**

Attendance is expected at all senior seminar sessions.

**SECTION 3: College and University Policy Statements/Resources**

The College of Education has adopted the use of LiveText software to assist in the assessment of student performance and program quality. A LiveText account is purchased for you through a course fee in EDF 3201 Diversity of Human Experience. *(NOTE: For any students who do not take EDF 3201 as their first course in the Undergraduate Integrated Teacher Preparation Program, the LiveText administrator will contact the student individually via campus email with purchasing instructions.)* LiveText account numbers are distributed to students in EDG 3201 Professional Studies. Your LiveText account is available to you for five years. Your work will be assessed in LiveText to help monitor your demonstration of the program standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed to complete your program. Your documented success on these tasks can also contribute to a portfolio that showcases your learning for current and future employers.

B. **Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the *Student Code of Conduct* and *Policies and procedures* sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at [http://studentservices.fgcu.edu/judicialaffairs/new.html](http://studentservices.fgcu.edu/judicialaffairs/new.html) or [http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf](http://studentservices.fgcu.edu/judicialaffairs/files/Code_of_Conduct_book_08-09.pdf)

C. **Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7056 or TTY 239-590-7930.

D. **Student Observance of Religious Holidays**
All students at Florida Gulf Coast University have a right to expect that the university will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observance. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification or the reason for the absence.

E. **Academic Integrity**
All assignments, projects, and examinations are to be completed solely by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work. Evidence of cheating and plagiarism are cause for disciplinary action by the university. According to the university, plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test; copying tests, assignments, reports, or term papers; representing the work of another person as one’s own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing academic dishonesty by the student. Inclusion of facts, ideas, quotes, or other materials from outside sources must be cited and referenced in all work.

F. **Turnitin.com**
Students who take this class must be prepared to submit electronic copies of some or all assignments to Turnitin.com for the detection of plagiarism. The University expects that all students will be evaluated and grades on their own work. If you use language, data or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. Papers that are submitted to Turnitin.com become part of the Turnitin.com student paper database solely for the purpose of detecting plagiarism. If you choose to request that your paper(s) not become part of the Turnitin.com student papers database this must be communicated to your professor in writing at the beginning of the course.

G. **Important University Dates**
*Please refer to Gulfline to ascertain important dates such as Drop and Add, Deadlines for Applying to Graduate etc.*