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.

SECTION 1: Course Information

A. Course Information
Prefix/Course Number/Title EEC 4942, EDE 4942, EEX 4942, MAE 4942, SSE 4941, SCE 4941 Integrated Field Experience (Level I Student Teaching)
Semester: Fall
CRNS: 10982, 11015, 11013, 11009, 11027, 11023
Time and Location: Two full days a week in a classroom as a field experience

B. Instructor Information
Professor: Michael L. Boucher, Jr.
Office: Merwin 272
Office Hours: TBA
Office Phone: 239-590-7807
Email: mboucher@FGCU.edu

C. Course Description
This course is a semester-long field experience, two days per week, to observe and demonstrate effective teaching practices. Students will partially assume the teacher role in selected schools or agencies.

- Course Prerequisites: Prerequisite(s): EDG 3201 with a minimum grade of C and EDF 3201 with a minimum grade of C
Course Co-requisites: None
D. **Textbooks and Instructional Materials**

**Required:** *Teach Like a Champion* by Doug Lemov ISBN 9780470550472

*The First Days of School: How to be an Effective Teacher* by Harry K. Wong and Rosemary Tripi Wong.

**Other Required Materials:**
Official FGCU name badge and COE collared shirt can be ordered and purchased through the FGCU bookstore.

**Technology Resources:** [http://www.iriscenter.com/](http://www.iriscenter.com/)

**Service-Learning**
Information on integrating service-learning into the course and course syllabus is available online at [http://www.fgcu.edu/Connect/](http://www.fgcu.edu/Connect/)

**Online Tutorials**
Information on online tutorials to assist students is available online at [http://www.fgcu.edu/support/](http://www.fgcu.edu/support/)

**Library Resources:**
Main page: [http://library.fgcu.edu/](http://library.fgcu.edu/)
Tutorials & Handouts: [http://library.fgcu.edu/RSD/Instruction/tutorials.htm](http://library.fgcu.edu/RSD/Instruction/tutorials.htm)
Research Guides: [http://fgcu.libguides.com](http://fgcu.libguides.com)
Contact Us: [http://library.fgcu.edu/LBS/about/contactus.htm](http://library.fgcu.edu/LBS/about/contactus.htm)

---

**SECTION 2: Outcomes, Objectives, Assessments**

A. **College of Education Proficiencies**

<table>
<thead>
<tr>
<th>FL-FGCU-COE-2011-KSP-1</th>
<th><strong>KNOWLEDGE</strong> Demonstrate understanding and application of current theory, methods, and trends. (KS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL-FGCU-COE-2011-DP-1</td>
<td>Value expertise and research in the field. (D)</td>
</tr>
<tr>
<td>FL-FGCU-COE-2011-KSP-2</td>
<td><strong>SOCIAL JUSTICE &amp; ETHIC OF CARE</strong> Are aware of democratic values and make equitable decisions for all individuals within a climate of openness, inclusion, and equity. (KS)</td>
</tr>
<tr>
<td>Program</td>
<td>State Competencies</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Early Childhood EEC 4942</td>
<td>FEAPs, PECs, ESOL</td>
</tr>
</tbody>
</table>

**B. Program Outcomes, State Competencies, and National Standards**

- **Believe that equity enhances the strength of a community because of the unique perspectives, individual differences and cultural norms inherent in its individual members. (D)**
- **COLLABORATION**
  - Have knowledge of professional collaboration skills and demonstrate ability to work collaboratively with peers and professionals. (KS)
  - Value the strength that collaboration brings to advancing the outcomes within the community. (D)
- **LIFELONG LEARNING**
  - Develop professional goals and plans for continuous improvement and make informed decisions to improve practice based on current knowledge and reflection. (KS)
  - Value learning and critical thinking as necessary ingredients for success and leadership. (D)
- **TECHNOLOGY**
  - Know and use appropriate technology tools effectively to support success. (KS)
  - Appreciate the contributions that technology makes to the enhancement of communication and growth within the community. (D)
- **DIVERSITY**
  - Recognize and understand the cultural, linguistic, and experiential diversity of local and global communities and demonstrate the ability to support strengths, accommodate needs and maximize potential for all individuals. (KS)
  - Believe that all individuals can learn and have a right to the appropriate support needed to help them achieve. (D)
- **HIGH STANDARDS**
  - Understand the relationship between high expectations and success and demonstrate the ability to establish goals and develop experiences that enable people to achieve high standards. (KS)
  - Believe that all people can achieve high standards. (D)
C. Course Outcomes/Objectives/Assessments

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successful demonstration of effective teaching</td>
<td>• Integrated Field Experience Evaluation</td>
</tr>
<tr>
<td>2. Ability to write clear and effective lesson plans</td>
<td>• Video lesson and reflectionrubric</td>
</tr>
<tr>
<td></td>
<td>• Integrated Field Experience Evaluation</td>
</tr>
<tr>
<td>3. Ability to work with classroom management plans and procedures</td>
<td>• Professional Development Plan Assignment</td>
</tr>
<tr>
<td></td>
<td>• Integrated Field Experience Evaluation</td>
</tr>
</tbody>
</table>

D. Field/Clinical Activities and Assignments

1. Lesson plans

Overview: Every lesson must have a lesson plan for the lesson you intend to teach. It is our intent that you teach as much as possible. **You will be required to plan and teach a MINIMUM of 3 lessons per week.** However, expect to increase the production of your lesson plans toward the end of the semester. Purposes of lesson plans include opportunities to select, write and sequence learning objectives that are appropriate for the learner; to develop knowledge of the curriculum; to analyze diagnostic results to determine and utilize content needs; to implement a variety of appropriate teaching and learning strategies; to formulate and implement integrated lesson plans; to use a variety of appropriate instructional and media materials when presenting lessons; and to assist in creating an atmosphere in the classroom which fosters inquiry, independence and creativity. Lesson plans will be created using the FGCU format (found on the website) and they must reflect the inclusion of relevant Standards, and ESOL/ differentiated instruction strategies.

**Due date:** Plans are due weekly to the cooperating teacher and must be approved prior to teaching from them. University Supervisor is to receive the lesson plans also. The Supervisor will determine when lessons are to be submitted to him/her.

**Criteria for assessment:** Completeness, alignment, appropriate methodology, appropriate materials, and based on student learning outcomes and student needs. Plans must be submitted each week and available when teaching. Failure to submit weekly lesson plans is cause for an unsatisfactory final grade and removal from the field experience.
2. **Journal**

The journal entries will be kept in a section of the binder notebook. There are 2 types of journal entries.

**A. Directed Observations**

During your first two weeks in the classroom, you are to focus on each of the topics below each day and carefully observe what you notice in the classroom related to that topic. That is, you will have notes on 8 different topics at the end of your first two weeks. Keep specific notes on what you see and hear from both the teacher and student perspective. At the top of each page note the date of observation and the topic you are focusing on. **These observation notes are due to your supervisor at your first small group seminar.**

- Physical environment of the classroom and why it is arranged in that way: You might want to include a sketch of the room, charts, bulletin board ideas, etc.
- Classroom management and classroom management plan (write the plan down): What are some basic procedures and rules? How does the teacher manage behavior, routines, and procedures?
- Questioning strategies used by the teacher: describe level of questions, frequency of them, and how students are selected to answer questions.
- Teacher’s body language and describe the apparent relationship which exists between teacher and student.
- Transitions to lunch room, playground, specials, end of activities, end of lesson, etc.
- Teacher-student communication such as re-directing student behavior, praise, etc. Also, ask or note about teacher-parent communication.
- School Safety Plan for all types of emergencies.
- Interview the cooperating teacher to discover his/her views of teaching including the highlights, challenges, and personal philosophy.

**B. Reflective Journal**

The reflective process is to help make better sense of the information at hand, and to guide and direct learning in an appropriate way. The reflective journal is to encourage one to view teaching and learning problems from different perspectives. The purpose of the journal is to analyze situations and events happening within the classroom that you either observe or in which you are a participant. This is an opportunity to select and analyze a specific event. You may choose the topics of the entries. First, provide a **Description** that contains who, what, where, when and/or how – all required. Second, the **Analysis** is a breakdown of your situation into parts that describe the strengths and weaknesses. Third, **Planning**, how does this influence you as candidate, what strategy (ies) for change would you plan for and implement.
Due date: A total of 4 entries over the semester. The whole journal must be available for the supervisor when he/she visits the classroom. The journal should be kept in the binder with lesson plans.

3. Seminars/Meetings

Students are required to attend certain seminars/meetings during this course. The first seminar/meeting is called Orientation which takes place at the beginning of the semester. Students will meet with the program coordinator to review the course expectations and will also meet with the university supervisor for the first seminar. Throughout the semester students will meet with the university supervisor for two more seminars as per the supervisor schedule. Students are also required to meet with the program coordinator two additional times; one in the middle of the semester for the philosophy statement seminar and the other time is at the end of the semester for a course debriefing. Date, time, and location will be provided.

E. Critical Tasks

1. Video Lesson and Reflection

Description: The videotape project will focus on assessing the student's content presentation and teaching performance. This project includes a videotape of 30 minutes or one full lesson, a written evaluation/reflection of the video lesson and a copy of the lesson plan. The written evaluation/reflection must be completed on a computer, double-spaced and should be 2-3 pages in length. The self-evaluation/reflection component will be entered on LiveText and shared with the Integrated Field Experience Coordinator. A copy of the evaluation/reflection must accompany the videotape and lesson plan when submitted to the university supervisor. The written evaluation/reflection should include these components:

Introductory paragraph: Should include information on when and where the lesson was taught, topic and or subject of lesson, rationale of why the lesson was taught.

Strengths of lesson: What components of the lesson did you execute well?

Areas of needed growth: What areas of your practice do you need to take some active measures to improve? Include what you could do to strengthen these areas.

Suggestions to improve the lesson: If given the opportunity to teach this lesson again, what would you do differently and why?

Closing Paragraph: Reflect on the experience, what did you learn about yourself, your students, and was this a worthwhile self-assessment?

Submit the written reflection paper on Live Text for the video lesson assignment by the end of the semester. The actual video does not get uploaded to Live Text.

The entire assignment will be assessed using a rubric. Planning, organization of the lesson, and the reflection are each 20% of the final score. Learning environment and lesson design and assessment are each worth 15% and the communication used is worth 10% of the final score. Satisfactory assessment is necessary for a satisfactory final grade.
2. Professional Development Plan, Report, and Implementation

**Description:** Recognizing that classroom management is pivotal to effective instruction, the student teacher will design a professional development plan to strengthen their skills regarding classroom management. The student teacher will choose 3 growth opportunities from a given list to engage in for self-improvement. The **plan to engage in three activities is required to be submitted to Live Text.**

While engaging in the selected growth opportunities of the professional development plan, the student teacher will write a narrative paper reporting on each activity and provide evidence of completing a specific activity when applicable. The student will also provide a reflection of those practices. Each activity’s report/reflection should be approximately 1 paragraph in length. The **report/reflection for all three activities is required to be submitted to Live Text.**

During the student teaching level 1 experience, the student teacher will implement the knowledge and skills learned about classroom management as a result of the professional development plan. The student teacher’s performance in the classroom will be evaluated using the final evaluation document. A **rubric on Live Text will be used to assess the implementation but the student does not need to submit anything.**

3. Integrated Field Experience Evaluation

**Description:** The performance of the student teacher is evaluated using the Florida Educator Accomplished Practices (FEAPs). The **scores on the final evaluation will be recorded on the Live Text Rubric but the student will not need to submit anything.**

F. Grading and attendance Policy

**Assessment of Final Grade: S or U**

All assignments have a due date. (See university supervisor for extenuating circumstances). Unexcused absences will result in an unsatisfactory grade. Communication with members of the teacher education team is required and necessary for a satisfactory grade. Failure to communicate with members of the teacher educator team may result in an unsatisfactory grade. The final grade is determined in consultation with the cooperating teacher, the university supervisor, and the program coordinator for Level I. Responsibility for reward of the final grade rests with the program coordinator for Level I.

1. All assignments must be submitted on time. Unsatisfactory assessment on an assignment results in an unsatisfactory grade.
a. Weekly lesson plans  
b. Professional Development plan, report, and implementation  
c. Video/reflection paper  
d. Directed observations and Reflective journal entries  

2. The three assignments listed must be entered on Live text by the end of the field experience:  
a. Video lesson reflective paper for Video lesson assignment  
b. Lesson plan with ESOL strategies for ESOL document assignment  
c. Professional Development plan and report assignments  

3. Classroom performance must be demonstrated at a satisfactory level. Satisfactory classroom 
performance includes:  
a) Lesson plans approved by the cooperating teacher prior to presentation.  
b) The university supervisor and the cooperating teacher satisfactory evaluation of lesson 
   plans and presentations.  
c) Lesson plans signed and dated by the cooperating teacher on the appropriate date prior 
   to the lesson presentation.  
d) Lesson plans are maintained in a 3 ring binder.  

4. Attendance and participation at all seminars and meetings are mandatory. Absences must 
have an approved contract.  

5. Punctual and consistent attendance within the classroom is required. Absences from 
classroom teaching experiences must be rescheduled and attended.  

6. Satisfactory teaching evaluations from the university supervisor and the cooperating teacher 
are needed for a satisfactory course grade.  

7. Satisfactory disposition evaluation from the university supervisor and the cooperating teacher 
are needed for a satisfactory course grade.  

8. Communication skills, verbal and non-verbal, must be evaluated as satisfactory.  

9. All teacher materials need to be returned.  

G. Course Schedule  

**TEACHER CANDIDATE ORIENTATION**  
**Tuesday, January 6, 2015**  
9:00 am – 4:00pm  
Cohen Center #214  

Week of January 6th  
Attend orientation on Tuesday and visit your classroom on Wed.  

Tuesday, January 13th  
First official day in field experience classroom  

Tuesday, February 17th  
Mid Semester seminar with coordinator in CC #214  

Wednesday, April 8th  
Last day in field experience classroom (12 weeks)
SECTION 3: College and University Policy Statements/Resources

A. **College LiveText Policy UNDERGRADUATE ONLY**
   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.

**University Policies:**

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. **Turnitin**
   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 graded 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 me in writing at the beginning of the course. *(Note: If a student requests not to use Turnitin.com, the instructor may: (i) require a short reflection paper on research methodology; (ii) require a draft bibliography prior to submission of the final paper; or (iii) require the cover page and first cited page of each reference source to be photocopied and submitted with the final paper.)* However, the U.S. Court of Appeals unanimously affirmed the “Fair Use” finding in April 2009 which supported TII’s use of student work (see excerpt from article below).
http://turnitin.com/static/media.html#APPEAL

the appeals court recognized that iParadigms’ use of the student papers for purposes of plagiarism detection is a "highly transformative" use that adds something new in purpose and character and does not harm the future marketability of the students' works. The appeals court also reiterated that, "if anything, iParadigms' use of students' works fostered the development of original and creative works 'by detecting any efforts at plagiarism by other students.'" The exponential growth of the Web has presented educators with exciting collaborative learning opportunities as well as daunting challenges related to intellectual property,” said John Barrie, founder and CEO of iParadigms. "The dismissal of this case affirms the role of Turnitin as an important instructional support tool that helps students learn to work properly with the intellectual property of others."

D. 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 see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall, room 137. The phone number is 590-7956 or TTY 590-7930. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

E. 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.

F. 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.

G. **Incomplete (I) Grade:**

“A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student’s GPA.

An incomplete (I) grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student, who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course. To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete and retain a copy of an Incomplete Grade Agreement Form. The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade. Once an incomplete (I) grade has converted to a failing grade (F), the grade may not be converted back to an incomplete (I) grade or to a regular grade. Exceptions due to university error may be approved by the college Dean (or his/her designee) with supporting justification attached to a change of grade form.

H. **Important University Dates**

Friday, October 31st – Last day to drop/withdraw without academic penalty

I. **Center for Academic Achievement Syllabus Statement:**

The Center for Academic Achievement (CAA) offers academic support services for any FGCU student. The services are at no extra charge to students and include: peer tutoring, Supplemental Instruction, Student Success Workshops, and individualized academic coaching. If you would like to participate in or learn more about these services, please visit the CAA in Library 103. You may also email the CAA at caa@fgcu.edu or call at (239) 590-7906. The CAA website is www.fgcu.edu/caa.