ECED 4286 – TEACHING INTERNSHIP

Semester Hours: 9
Semester/Year: Fall 2014
Instructors: Mrs. Jennifer K. Heidorn
Office Location: Ed Annex, #104
Office Hours: Monday 9:30-10:30am
Tuesday 9:30-11:00am & 12:00-3:00pm (Coliseum #2038)
Wednesday by appointment
Thursday 9:30-11:00am & 12:00-3:00pm (Coliseum #2038)
Friday by appointment
Telephone: Department Line – 678.839.6559
Office – 678.839.6182
E-mail: jheidorn@westga.edu
Fax: 678.839.6063

Online Support
Course Den - D2L Home Page
https://westga.view.usg.edu/
Course Den - D2L Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
UWG Distance Learning
http://distance.westga.edu/
UWG On-Line Connection
http://www.westga.edu/~online/
Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION
Prerequisite: Admission to Teacher Education and College of Education field experience documentation required.

Teacher Candidates will be involved 15 weeks (one semester) in a full-time, supervised and directed classroom setting. Application to field experience required prior to enrollment. Taken concurrently with ECED 4289.

**COE Vision**
The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

**COE Mission**
Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards INTASC and ACEI are incorporated as criteria against which candidates are measured. This course’s objectives, activities, and assignments are related directly to the appropriate standards, as identified below

**APPROACHES TO INSTRUCTION**
Coaching and mentoring will be provided by university supervisors and classroom teachers. Online information will be available via Desire to Learn, wikis, and email.

**COURSE OBJECTIVES**

Teacher Candidates will:

1. Observe the managerial and instructional phases of classes; (Cruikshank, Jenkins, & Metcalf, 2011; Denton, 2000) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 1-10; ACEI 1, 2, 3, 4, 5)

2. Assist with simple instructional tasks (e.g., checking the roll, leading exercises, distributing equipment prior to actual teaching; (Cruikshank, Jenkins, & Metcalf, 2011; Denton, 2000) (Conceptual Framework Descriptors: Professional Excellence) (Standards: INTASC 10; ACEI 5)

3. Assume teaching responsibilities gradually; (College of Education, 2010) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiries, Betterment of Society) (Standards: INTASC 1-10; ACEI 1, 2, 3, 4, 5)

4. Plan for instruction including formulating daily lesson plans, units, and evaluation of student progress; (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 1-19; ACEI 1, 2, 3, 4, 5)

5. Design and implement assessment procedures useful in individualizing instruction; (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000) (Conceptual Framework Descriptors:
Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 1-9; ACEI 1, 2, 3, 4, 5)

6. Participate in professional activities (e.g., attend faculty meeting, attend PTA, participate in in-service); (College of Education, 2010); Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 10; ACEI 5)

7. Assume general faculty duties such as lunchroom duty and bus duty; (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000) (Conceptual Framework Descriptors: Professional Excellence) (Standards: INTASC 10; ACEI 5)

8. Identify instructional resources available at the assigned school; (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000) (Conceptual Framework Descriptors: Professional Excellence) (Standards: INTASC 10; ACEI 5)

9. Evaluate each day for the purpose of affecting change or planning for the next day; (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000) (Conceptual Framework Descriptors: Professional Excellence) (Standards: INTASC 10; ACEI 5)

10. Practice the Code of Professional Ethics as presented in Expectations, policies, and procedures of internship; (College of Education, 2010); (Conceptual Framework Descriptors: Professional Excellence) (Standards: INTASC 10; ACEI 5)

11. Develop and implement all forms of lesson plans; (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 1-9; ACEI 1, 2, 3, 4, 5)

12. Use various teaching styles; (Cruikshank, Jenkins, & Metcalf, 2011) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 1-9; ACEI 1, 2, 3, 4, 5)

13. Use appropriate discipline techniques when necessary to manage class; (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 5; ACEI 1)

14. Motivate students to maximize participation; (Cruikshank, Jenkins, & Metcalf, 2011) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 1-9; ACEI 1, 2, 3, 4, 5)

15. Measure and evaluate student progress based on objectives; (College of Education, 2010); (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 8; ACEI 4)

16. Personalize learning to meet the special needs of each child; (Cruikshank, Jenkins, & Metcalf, 2011; Danielson, 2007; Denton, 2000) (Conceptual Framework Descriptors: Professional Excellence, Field-Based Inquiry, Betterment of Society) (Standards: INTASC 1-9; ACEI 1, 2, 3, 4)

TEXT, READINGS, AND INSTRUCTIONAL RESOURCES

**Required Instructional Resource:** Tk20 Subscription

These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do). If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see [http://www.westga.edu/coe/index_550.php](http://www.westga.edu/coe/index_550.php). For assistance, email tk20@westga.edu.

Designated Materials to implement the syllabus requirements can be obtained at The University Website; Wiki or TK20. Also in seminar class course Den.

To carry out the assignments and activities outlined in the Internship Syllabus, students, classroom mentor teachers, and University supervisors should have the following documents:

- The Lesson Plan Format
- The Lesson Reflection Guide
- The Guide for Full-Time Teaching
- The Teaching Performance Portfolio
- The Teaching Performance Portfolio rubric
- Professional Growth Opportunities
- Internship Incremental Teaching Plan

**References**


**ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY**
Activities and Assessments:
General requirements related to the roles and responsibilities of interns and supervisors are delineated in the internship handbook. Specific expectations and requirements include **careful use of the designated materials in implementing the syllabus requirements**. The intern works in a collaborative relationship with the university supervisor and classroom mentor teacher to do the following:

(1) **Teach 7 Formal Lessons.**

Interns must teach six (6) formal lessons aside from the two week full time teaching experience. Written feedback from mentor teachers when feasible will accompany at least 2 lessons (formal or informal). University supervisors will observe and provide written feedback on 2 of the 7 formal lessons. Lesson plans must follow The Lesson Plan Format. Interns will implement the lesson, discuss the feedback, and complete The Lesson Reflection. The classroom teacher and the university supervisor will provide feedback through the observations forms that are in the TK20 binder. **The Context for Learning form must be completed and kept in the notebook. Each of the 6 lesson plans and lesson reflections are to be compiled in the Teaching Portfolio and submitted at the end of the internship.**

(Course Objectives 4, 5, 11, 12 14, 15, 16)

(2) **Perform General Duties/Display Professionalism; Dispositions.**

Interns will follow the regular schedule of the classroom teacher and participate in school activities associated with a classroom teacher’s responsibilities. Throughout the internship, professional growth opportunities such as participation in faculty meetings, staff development, and planning sessions are expected. Also expected, is intern involvement in parent meetings and conferences (as deemed appropriate by the school district), and in carrying out school responsibilities such as lunchroom and bus duty. **Documentation of participation in school activities will be done using the template titled “Professional Growth Opportunities”.**

Interns will develop a plan for gradually increasing classroom teaching responsibilities toward full-time teaching. This Incremental Teaching Plan should be developed collaboratively with the classroom teacher within the first two weeks of the school placement (See Incremental Teaching Plan template –Wiki). To the extent possible, full-time teaching is to occur preferably after midterm. Two weeks minimum are required. **More time is desired if appropriate and feasible.** As part of the full-time teaching experience, interns should follow *The Guide for Full-Time Teaching.*

The two week teaching experience will begin with a pre-test and end with a post-test for a unit of study that will be completed during this time. This unit of study can be in any discipline and does NOT have to be written following the guidelines of the formal lesson plan format. However, plans should be written for daily activities using the format of the supervising classroom teacher and placed in the Teaching Performance Notebook prior to the start of the Full Time teaching experience.

Interns will demonstrate the professional behaviors and dispositions of effective teachers. The professional literature documents that effective teachers are knowledgeable, responsible, enthusiastic, energetic, interactive, cooperative, attentive, participatory, and have a sense of efficacy. These same professional behaviors will be expected of interns as they participate in this course.
At the end of the semester, a rubric titled *Professional Dispositions* will be completed by the University Supervisor and will be submitted to TK20. The classroom teacher will work with the supervisor to effectively score the rubric.

(Course Objectives 1, 2, 3, 6, 7, 8, 9, 10, 13)

(3) Compile The Teaching Performance Portfolio

The Internship Activities (1&2) are to be developed and compiled in *The Teaching Performance Portfolio*. Teaching Performance Portfolios are reviewed throughout the semester and the quality of the intern’s performance is assessed and as part of the overall evaluation at the end of the semester. (See document titled “*The Teaching Performance Portfolio*” on Wiki regarding contents.)

A rubric titled “*ECED Performance Portfolio Notebook*” will be completed by the University Supervisor at the close of the semester for the assessment of the Portfolio Notebook.  
(Course Objectives 1-16).

(4) Complete The EDTPA Portfolio Binder

Each teacher candidate will complete all four tasks in EDTPA and submitted on TK20. This assignment is done in conjunction with the seminar class. The seminar instructors will provide more information.

Evaluation Procedures: Evaluations will be completed in TK20.

Grading Policy:

Candidates will receive a grade of Satisfactory or Unsatisfactory for the internship as reflected on the *Internship Evaluation* document completed by the University Supervisor.

As outlined in the *Field Experiences and Internship Handbook*, a Professional Development Plan is to be developed early in the semester for interns who are experiencing difficulty meeting the standards of the internship.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.
Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

UWG Cares: If you or someone you know is in a distressing situation, support is available at http://www.westga.edu/UWGCares/ The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

CLASS OUTLINE

August 22 – Internship Orientation Meeting
9:00-12:00 – Ed. Center Classroom 1, 2, & 3

August 25 – Interns report to the schools

September 26 Intern Code of Ethics meeting
1:00 – 3:00 Ed. Center 1, 2, &3

December 5 – Last scheduled day of Internship