MGED 4289

TEACHING INTERNSHIP SEMINAR

Semester Hours: 3
Semester/Year: Spring 2014
Instructors: Jennifer Edelman
Office Location: Coliseum, Room 2040
Office Hours: Tuesdays, 3:00-5:00; Thursdays 8:30-11:30 & 3:00-5:00; Fridays 3:30-4:30
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E-Mail: jedelman@westga.edu
FAX: 678-839-6195
Wiki: EducationLabsatUWG.wikispaces.com

Online Support
D2L Home Page
https://westga.view.usg.edu/
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://www.westga.edu/library/
University Bookstore
http://www.bookstore.westga.edu/
COURSE DESCRIPTION
Prerequisite: Admission to Teacher Education.
This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying exit requirements of the program. Taken concurrently with SEED 4286, 4287, or 4288.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (e.g., INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION
This course will use interactive technology, small group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their Internship. Students are expected to use D2L for discussions and turning in homework.

This course will be delivered approximately 45% online. This requires the online equivalent of 1013 minutes of instruction (seat-time) and an additional 2025 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion posts</td>
<td>2430 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>608 minutes</td>
</tr>
</tbody>
</table>

COURSE OBJECTIVES
Students will:

1. Discuss issues related to internship, including topics derived from didactic course work, topics of group interest and topics introduced by guest speakers and the course instructor (Danielson, 2006; Kronowitz, 2012; Marzano, Pickering, & Pollock, 2004; Radford, 2013); (Conceptual Framework Descriptors: Decisive; Reflective; Standards: INTASC 4, 7, 9)
2. Reflect on the knowledge and skills that were experienced in the required educational program (Cruickshank, Jenkins, & Metcalf, 2011; Kronowitz, 2012; Marzano, Pickering, & Pollock 2004; Radford, 2013) (Conceptual Framework Descriptors: Inquisitive; Reflective; INTASC 3, 4, 8, 9)

3. Reflect on the practices implemented as a part of the current and previous field experiences (Arnold, 2001; Cruickshank, Jenkins, & Metcalf, 2011; Radford, 2013); (Conceptual Framework Descriptors: Adaptive; Reflective; INTASC 3, 4, 8, 9)

4. Complete a summary/reflective/assessment portfolio (complete electronic portfolio) designed to demonstrate mastery of program content; (Radford, 2013); (Conceptual Framework Descriptors: Decisive; Inquisitive; Adaptive; Knowledgeable; Reflective; INTASC 1-10) and,

5. Compose reflective compositions on growth as a professional that incorporate the understanding of how content, pedagogy, diversity, ethics, and technology affect the teaching profession. (Radford, 2013); (Conceptual Framework Descriptors: Reflective; Standards 1-10)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES


Stewards of Children Training Book (Also known as Darkness to Light) Available in UWG Bookstore

http://www.westga.edu/assetsDept/fieldexp/EducatorPreparationHdbk_final.pdf
Carrollton, GA: University of West Georgia.

Tk20 Subscription These are available at the University Bookstore or at 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.
For assistance, email tk20@westga.edu.

References:
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:
1. Regular and punctual attendance at seminar meetings and participation in online discussion and in-class activities are required. 20 points will be deducted for each class absence. Online absenteeism will conform to the guidelines related to the five class discussions. See #3. (100 points) Course Objectives 1, 2, 3.

2. Participate in five online discussions as prescribed by the instructions provided. Over the week’s period of time, one should contribute at least three responses to the prompts given on D2L. To achieve all points, one should post his/her response once and respond a minimum of three times to other students’ posts, while being online a minimum of one hour. The depth and substantive nature of the posts should match the time spent. Just because your computer was logged on for one hour does not automatically mean you will receive full credit. The midnight cut-off is final. No late work will be accepted. (200 points) Course Objective 4, 5.

3. Contribute five reflective pieces as prescribed in D2L. Prompts are given and the cut-off times will be adhered to. No late work will be accepted. Please do not send these to the instructor’s e-mail address. Post them per the times listed in the schedule. If you miss the times, you miss your points. (100 points) Course Objectives 4, 5.

4. Philosophy and Resume. These should be posted online. Please bring a copy of your resume to class on January 16, 2014, as we will discuss good ones and bad ones. You must post both to D2L by 11:59 on January 22, 2014. (100 points) Course Objectives 1-5.

5. Impact on Student Learning is due on April 24, 2014, but you should begin it early in the semester. Consequently, please refer to the instructions promptly to be prepared. Instructions are on the web site and will be discussed in class. Load to D2L. This must be loaded to Tk20, as well. (100 points) Course Objectives 1-5.

6. Portfolio is due on April 24, 2014. It all comes together here. Your work on this project should begin early in the semester. For each of the principles, describe an artifact and write a reflection indicating how the artifact shows how you can or do demonstrate that principle.
There are ten principles. Your artifacts may come from any class you have had and may be narratives of something you did in a field experience. Your reflections should describe how the artifact demonstrates the INTASC Principle. Put into one Word document. It will be approximately 20 pages long. Load to both D2L and Tk20. **You will not receive a grade for this course until this document and Impact on Student Learning are posted on Tk20. (100 points total).** *Course Objectives* 1-5.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date due</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>Ongoing</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>January 23, February 20, March 6, March 27, April 17</td>
<td>200</td>
</tr>
<tr>
<td>Reflections</td>
<td>February 6, February 13, February 27, March 13, April 10</td>
<td>100</td>
</tr>
<tr>
<td>Philosophy (100 points if done on YouTube, Animoto, or Moviemaker)</td>
<td>January 16</td>
<td>50/100</td>
</tr>
<tr>
<td>Resume</td>
<td>January 16</td>
<td>50</td>
</tr>
<tr>
<td>Impact on Student Learning</td>
<td>April 24</td>
<td>100</td>
</tr>
<tr>
<td>Portfolio on INTASC</td>
<td>April 24</td>
<td>100</td>
</tr>
<tr>
<td>Hiring Simulation Day is an alternative assignment. If you choose to do this as assigned in class, you can skip one Discussion Board and one Reflection</td>
<td>March 1</td>
<td>60</td>
</tr>
</tbody>
</table>

Assignments will be graded by the course instructor based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Each assignment will be assigned a specific number of points. Failure to meet deadlines/guidelines for the assignments will result in a grade reduction. Rubrics will be used to grade the Impact on Student Learning and the Portfolio.

**Grading Policy:** 700 points  
A = 630-700 points  B = 560-629 points  C = 490-559 points  F = 489 or fewer points

**COURSE OUTLINE** *(Subject to change should circumstances warrant)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Information</th>
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<tbody>
<tr>
<td><strong>January 9</strong> <em>(Course Objectives 1-5)</em></td>
<td>Go over syllabus in class. Receive instructions about D2L. Discuss portfolio and locate <a href="#">INTASC Principles</a> and Portfolio instructions. You should be familiar with the <a href="#">Georgia Code of Ethics</a>. There is a mandatory meeting on the Code of Ethics on Friday, February 7 at noon in the Education Center. <strong>Assignment due January 16 (Reflection 1)</strong> and bring a resume with you to class. Read pages 20, 21, as well as Chapter 11.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>January 16</td>
<td>Philosophy YouTube</td>
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<tr>
<td>Guest Speaker: Career Services. Discuss pages 20-21 and Chapter 11. Complete Classroom Data Form. Assignment due: Reflection 1. Follow the instructions on D2L. Read Chapters 1 and 2. Be prepared to complete the Verification and Classroom Data form on Tk20.</td>
<td></td>
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<tr>
<td>January 23</td>
<td>T.B.D.</td>
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<tr>
<td>January 30</td>
<td>Guest Speaker: Stewards of Children Presentation. You need your booklet in class with you on this night. You will receive a certificate upon completion of this training which can be used both for your Portfolio and Intern Keys as an artifact of professional development.</td>
</tr>
<tr>
<td>February 6</td>
<td>ONLINE Discussion Board 1. Follow the instructions on D2L.</td>
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<tr>
<td>February 13</td>
<td>ONLINE Reflection 2 turned in ONLINE.</td>
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<tr>
<td>February 20</td>
<td>ONLINE Discussion Board 2 on Chapter 3. Emphasis 3.6 – 3.7.</td>
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<tr>
<td>February 27</td>
<td>Guest Speaker on Technology. Reflection 3 due.</td>
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<tr>
<td>March 1</td>
<td>Hiring Simulation, Lecture Hall, Coliseum</td>
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<tr>
<td>March 6</td>
<td>ONLINE Discussion Board 3 on Chapter 4.</td>
</tr>
<tr>
<td>March 13</td>
<td>Guest Speakers: Novice and Veteran teachers. Discuss Chapters 5 and 6. Discussion of Impact on Student Learning requirement. Reflection 4 due. Follow the prompt in D2L.</td>
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<tr>
<td>March 20</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 27</td>
<td>ONLINE Discussion Board 4 on Chapter 7.</td>
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<tr>
<td>April 3</td>
<td>Study/Work/Research. I will be available from 5:30 – 6:30 to discuss Impact on Student Learning and Portfolio. Assignment: Read Chapter 9 for April 17.</td>
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</table>
April 10
(Course Objectives 1-5)
ONLINE Turn in Reflection 5. Activity 10.3, p 223.

April 17
Guest Speaker: Principal
Discuss Chapter 9. Discussion Board 5 – Open topic.
Reflect on your internship.

April 24
(Course Objectives 1-5)
ONLINE Turn in INTASC Portfolio and Impact on Student Learning on D2L AND Tk20.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES
Please carefully review the information at Common Language for Course Syllabi. It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

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 Student Handbook and the Graduate Catalog.

Attendance: Attendance at all class meetings is expected. Read under Assignments for specifics.

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. 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. For more information, please contact Disability Services at the University of West Georgia:
http://www.westga.edu/studentDev/index_8884.php

Extra Credit: There is no extra credit.

Late Work: Points will be deducted for late work.

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost’s website. Official UWG e-mail will be used for communication. Please check yours frequently. All course announcements will be sent through CourseDen. Please note that I cannot discuss grades on email; if you have a question, please make an appointment to meet with me.