ABED 4586
TEACHING INTERNSHIP: BUSINESS EDUCATION SYLLABUS
Non-Provisional/Undergraduate - Take All Classes in Same Semester (9 credit hours)

Dr. Jorge Gaytan
Dr. Alexa North
Dr. Sunil Hazari
Mrs. Betty Wells
Ms. Sandra Thompson
jgaytan@westga.edu
anorth@westga.edu
shazari@westga.edu
j_bwells@mindspring.com
sthompson809@comcast.net

TEXTBOOK: Guidelines for Student Teaching. University of West Georgia

COURSE DESCRIPTION:

Major emphasis is on application of the student teaching internship in the field of Business Education. Student teachers assume teaching responsibilities under direct supervision of a local supervisor. In addition, student teachers are supervised by a University of West Georgia supervisor. Student teachers are expected to demonstrate proficiency in teaching in addition to meeting all requirements for teacher certification in the State of Georgia. The capstone experience of teacher preparation is the teaching internship – seen by many as one of the most exciting experiences in preparation for becoming a certified teacher.

OBJECTIVES: To receive positive teaching reports from the local supervisor(s) and University personnel, student teachers will be able to:

➢ Teach and help students improve their skills, self-worth, and dignity (E9, E10, F2).
➢ Demonstrate proficiency in teaching methods and strategies (E9, E10, F2, F5).
➢ Demonstrate ability to interact in a professional and positive manner with students, faculty, and administrators (E1, E11, F6).
➢ Apply knowledge of teaching business subjects (E1, E4, F2).
➢ Demonstrate proficiency in teaching a business education hands-on/skills course (E5, E6, E9, F1, F2, F5).
➢ Demonstrate proficiency in teaching a business education lecture course (E9, E10, F2, F5).
➢ Demonstrate proficiency in the development and application of lesson plans (E9, E10, F2).
➢ Assume professional responsibilities and duties as a business teacher (E11, F6).
➢ Abide by all school and UWG’s policies and regulations.
➢ Abide by the State of Georgia’s Professional Practices Code of Ethics.
➢ Demonstrate proficiency in classroom management and control.
➢ Recognize the importance of receiving positive teaching reports from local and university supervisors.

To view the RCOB Learning Goals go to http://www.westga.edu/~busn/lg_bba.htm

To view the Business Education Learning Outcomes go to http://www.westga.edu/~mgmtbus/courseobjectives.htm#outcomesbse
EVALUATIONS: S (satisfactory) or U (unsatisfactory) will be recorded.
1. Student must receive satisfactory reports from local supervisor.
   **AND**
2. Student must receive satisfactory reports from the University supervisor.
   **AND**
3. Student must complete all requirements stated by the University.

TEAM:
Three team members interact during the teaching internship: student teacher, local supervising teacher (Roles: mentor, confidant, counselor, role model, instructor, and evaluator), and University supervisor (Roles: instructor, counselor, and evaluator).

ASSIGNMENTS:
1. Meet deadlines for all internship forms.
2. Check WebCT every Friday for announcements and meeting dates.
3. Complete observations and summaries **inside and outside** your business education department. A minimum of 5 **each** is required.
4. Meet for a mid-semester seminar. *(To Be Announced – Check WebCT)*
5. Meet for a final seminar. *(To Be Announced – Check WebCT)*
6. **Email** the following to your university supervisor **by the end of the first week**
   (a) Personal information sheet
   (b) Directions to your school from the closest expressway
   (c) Your teaching schedule
   (d) Dates you will not be teaching (i.e., workdays, holidays, testing, guest speakers, etc.)
7. Prepare a three-ring binder containing the following items:
   (a) Personal Information Sheet
   (b) Georgia Professional Practices Code of Ethics
   (c) INTASC or NBPTS Principles
   (d) University Supervisor Information Sheets
   (e) Observation Sheets and Summaries (5 **inside** and 5 **outside** your department)
   (f) Your teaching schedule
   (g) Word Processed Daily Lesson Plans organized by teaching schedule (i.e., Period 1, Period 2 or Block 1, Block 2, etc.). **Use the lesson plan template provided.**
   Lesson plans must be kept current and available for each supervisor visit.
   (h) At least 3 sponge lesson plans
   (i) At least 1 emergency lesson plans
   (j) Pretest – Teach -- Posttest
(k) Create a bulletin board in the business education department and take a picture of the bulletin board to give to the university supervision by the mid-term meeting. Include a description of the coordination of the bulletin board and your lesson plan.

(l) Prepare a teaching video demonstrating proficiency in teaching business content. Include appropriate use of teaching methods and use of media. This video must be produced and given to the university supervisor by the mid-term meeting.

(m) Prepare a self-evaluation report utilizing the teaching video with emphasis on strengths and weaknesses. Analyze and elaborate on your strengths and weaknesses. (2-3 word-processed pages). This report is due with the teaching video by the mid-term meeting.

(n) Copy of all evaluations completed by your local and university supervisors

(o) Copy of any other evaluations dealing with your teaching internship performance (i.e., principal, Dr. Gaytan, etc.)

The university and/or high school supervisors will evaluate your binder at each visit.

ATTENDANCE:

There are NO absences during the teaching internship. Attendance is mandatory at the local school site during the entire 15 weeks of the teaching internship. This is imperative! If, on a very rare occasion, you must be absent (and you will need documentation), you must first notify the local supervisor and then notify the university supervisor. You must have your emergency lesson plans and everything necessary to perform that lesson available for the person substituting for you. Absences will be made up at the end of the semester. Attendance is mandatory at the mid-term and final seminars.

OTHER:

The student is expected to participate in additional activities. For example, FBLA, PTA, school awards banquet, faculty meetings, etc.

Problems or difficulties of varying degrees are part of the student teacher’s growth experience. Facing the problem immediately, providing constructive feedback, and modeling appropriate behavior are alternative ways to tackle any problems. Student teachers are NOT to use corporal punishment.

There are circumstances that warrant discontinuing the student teacher’s experience at a given placement site.

Student teachers should be dressed and groomed according to a professional standard.
TENTATIVE STUDENT TEACHING SCHEDULE:

Prior to Week 1:  Beginning Seminar

Week 1:  Familiarize yourself with the school, department, procedures, policies, etc. E-mail pertinent information to your university supervisor. Observe several teachers within the Business Education department. Complete an observation form and summary on each observation. A minimum of 5 observations inside your department must be completed. Update 3-ring binder.

Week 2:  Begin teaching your first class utilizing complete lesson plans. (Use the provided lesson plan template.) Update 3-ring binder.

Week 3:  Add the 2nd class to your schedule utilizing complete lesson plans. Update 3-ring binder.

Week 4:  Add the 3rd class to your schedule utilizing complete lesson plans. Update 3-ring binder.

Week 5:  If necessary, add the 4th class to your schedule utilizing complete lesson plans. Update 3-ring binder.
TENTATIVE STUDENT TEACHING SCHEDULE Continued:

Weeks 6-10: Continue teaching a full load of classes utilizing complete lesson plans. Update 3-ring binder. Videotape yourself and complete the self-evaluation. The videotape and self-evaluation are due to your university supervisor no later than Week #7. The university supervising teacher and your local supervising teacher will evaluate you approximately 9 times. Update 3-ring binder.

Mid-Semester Seminar

Week 11: Drop the 1st class you began teaching. Continue teaching all other classes utilizing complete lesson plans. Update 3-ring binder.

Week 12: Drop the 2nd class you began teaching. Continue teaching all other classes utilizing complete lesson plans. Update 3-ring binder.

Week 13: Drop the 3rd class you began teaching. Continue teaching all other classes utilizing complete lesson plans. Update 3-ring binder.

Week 14: Drop the 4th class you began teaching. Continue teaching all other classes utilizing complete lesson plans. Complete bulletin board and description. Due to your university supervisor no later than Week #14. Update 3-ring binder.

Week 15: Complete classroom observations outside your business education department. Completing an observation form and summary on each observation is required. A minimum of 5 observations must be completed during Week 15.

Final Seminar:

*Weeks may vary due to courseload assigned to you by your local supervising teacher. However, you must carry a full load of teaching for at least 6 weeks. Your full load may extend 8-11 weeks according to your courseload. You may NOT teach more than 3 different types of classes (no more than 3 separate preparations) during your student teaching. Weeks 1 and 15 are the ONLY weeks you will not be teaching. Discuss your teaching load with your local and university supervisors.
# Personal Information

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STREET ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CITY</th>
<th>STATE</th>
<th>ZIP CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOME PHONE</th>
<th>EMAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMERGENCY CONTACT PERSON</th>
<th>CONTACT PERSON’S PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCAL SCHOOL SUPERVISOR</th>
<th>EMAIL</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REMEMBER: Directions to your school!**
U N I V E R S I T Y   S U P E R V I S O R
P E R S O N A L I N F O R M A T I O N

Dr. Jorge Gaytan
Director of Business Education
Management & Business Systems Department
Richards College of Business, Adamson Hall # 205
University of West Georgia
Carrollton, GA  30118
Office Phone:  (678) 839-4839
Email:  jgaytan@westga.edu
Home Phone:  (770) 836-1360

Dr. Alexa B. North, Professor
Management & Business Systems Department
Richards College of Business, Adamson Hall # 105
University of West Georgia
Carrollton, GA  30118
Office Phone:  (678) 839-4844
Email:  anorth@westga.edu
Home Phone:  (770) 988-9400

Dr. Sunil Hazari, Associate Professor
Management & Business Systems Department
Richards College of Business, Adamson Hall # 104
University of West Georgia
Carrollton, GA  30118
Office Phone:  (678) 839-4842
Email:  shazari@westga.edu
Home Phone:  (770) 428-4663

Mrs. Betty Wells
Email:  j_bwells@mindspring.com
Home Phone:  (770) 834-0610

Ms. Sandra Thompson
Email:  sthompson809@comcast.net

Feel free to call or email at any time
to discuss your progress.
NAME: ________________________________

HIGH SCHOOL OBSERVATION FORM (5 inside & 5 outside the department)

SCHOOL NAME: _____________________________________________________

SUBJECT AREA:   _____________________________________________________

TIMEFRAME: __________ Begin: ___________________ End: ___________________

TITLE OF LESSON: _____________________________________________________

OBSERVATION:
Objectives of Lesson: (List more on the back of this sheet if necessary)

1. 

2. 

3. 

4. 

Strengths: (List more on the back of this sheet if necessary)

1. 

2. 

3. 

Weaknesses: (List more on the back of this sheet if necessary)

1. 

2. 

3. 

CRITIQUE: Word process an analysis of the lesson. Include your views on how the lesson could have been improved (change the weaknesses into strengths), explain the benefits of the strengths, how the students reacted, classroom atmosphere, etc., by answering the following.

a. Was there a clearly defined component for introduction of the lesson? Describe. How were objectives given?

b. Was there reference to previously covered information? Why or why not? Provide examples.

c. To what degree was student participation incorporated?

d. If student behavioral problems occurred, what was the problem and how was it handled?

e. How was closure provided for the lesson?

f. Summarize the affirmations and suggestions that you have for this lesson.

You may want to take notes on this sheet prior to word processing your critique. Each critique should be a 1-2-page word-processed document. Staple the critique to this sheet.
LESSON PLAN TEMPLATE (Word process all lesson plans!)

Your Name: ________________________________________________________
Subject Area: ________________________________________________________
Title of Lesson: ________________________________________________________
Timeframe: Begin: _______ End: _______ Date: ________________

DESCRIPTION:
• The purpose of the lesson is . . .

OBJECTIVES: (Make sure these are measurable!) The students will be able to . . .
• 10-15 minute presentation = 1-2 (MAX)
• 50-60 minute presentation = 3-4
• 90 minute block = 3-5

TEACHING (Traditional/Non-traditional):
• Traditional: Lecture, reading, individual worksheets, guest speakers, etc.
• Non-traditional: Group/collaborative work, project-based, individualized learning (auditory, visual, tactile), etc.

MATERIAL USED:
• Teacher: Overhead, presentation software, etc.
• Student: Books, computer, Internet, handouts, etc.

PROCEDURES:
• Focus
  • Attention-getter (scenario, question, etc.)

• Body (This should be the MAJOR portion of the lesson plan!)
  • Your student-centered activities

• Summary/Conclusion
  • Check for objectives, review, etc.

• Evaluation
  • How do you know the students learned what you taught them? (Could be same as summary and conclusion.)
TEACHING INTERNSHIP: BUSINESS EDUCATION
HIGH SCHOOL LOCAL SUPERVISOR
A REFERRAL GUIDE

(Please read The Supervising Teacher in the University of West Georgia Guidelines for Student Teaching handbook in its entirety.)

IMPORTANCE:

The supervising teacher, who interacts daily with the student teacher, is vitally important in the teaching internship program. Literature indicates that the role of the supervising teacher is the most influential one for student teachers. You are a critical link in the team that is comprised of the student teacher, university supervisor, and you.

ROLES:

The supervising teacher has a multitude of roles which include: Daily guidance in teaching procedures and techniques, setting up student teacher’s semester teaching schedule, selecting activities, gathering resource materials, professional insight, familiarity with the school itself plus the policies and procedures, mentor, confidant, counselor, role model, instructor, and evaluator.

STUDENT TEACHER RULES:

The student teacher must:

1. Teach a hands-on course.
2. Teach a lecture course.
3. Teach roughly according to the tentative schedule noted in the attached syllabus.
4. Be assigned ONE local supervisor.
5. Be involved in extra activities (i.e., FBLA, Honors Programs, PTA, faculty meetings, etc.)
6. Create a bulletin board for the business education department.
7. Videotape one lesson in the classroom.

The student teacher must NOT:

1. Teach more than 3 different subjects (preps).
2. Serve as a substitute teacher during the teaching internship. (If the local supervisor is absent, another certified personnel must be present to take his/her place.).
3. Use corporal punishment.
LOCAL SUPERVISOR’S DUTIES FOR STUDENT TEACHER PREPARATION AND ASSISTANCE

1. Inform parents that a student teacher will be in the room.
2. Complete "Supervising Teacher Information Form" to get paid.
3. Complete mid-term and final TEFEEs.
4. Provide a desk or area where the student teacher may keep items.
5. Prepare a folder of materials that contains school schedules, emergency procedures, faculty handbook, discipline policies, textbooks he/she will be using to perform his/her teaching, etc.
6. Introduce student teacher to school administrators, faculty, and staff and provide a tour of the building.
7. Explain policies and procedures for routine duties, disciplinary actions, etc.
8. Provide curriculum guides, textbooks, and other items necessary to perform their duties.
9. Review student teacher’s duties with him/her.
10. Guide student teacher in setting up, analyzing, and evaluating observations.
11. Plan semester schedule with student teacher.
12. Assist student teacher in recognizing and overcoming any undesirable traits.
13. Encourage initiative and acknowledge student teacher ideas.
14. Review student teacher’s daily lesson plans and give constructive criticism.
15. Assist student teacher in efficiently performing routine duties and keeping records.
16. Encourage timely behavior.
17. Assist the student teacher with videotape equipment.
18. Keep an open line of communication with the student teacher and university supervisor.

EVALUATIONS:

To track the student teacher’s progress over the course of the semester evaluations are necessary.

Use attached evaluation forms to formally evaluate the student teacher three times: beginning weeks, mid-semester, end of semester.

**Beginning weeks evaluation due: End of 3rd week of semester**
Form to use: University of West Georgia
Student/Teacher Practicum – Observation Report

**Mid-semester evaluation due: End of the 7th week of semester**
Form to use: University of West Georgia
Teacher Education Field Experience Evaluation

**End of semester evaluation due: End of 14th week of semester**
Form to use: University of West Georgia
Teacher Education Field Experience Evaluation

AND

Form to use: Standard Process
Confidential: GTOI Observation Record: Standard Form

All copies of the evaluations should be returned to the student teacher. Discussion of the evaluations is beneficial to the student teacher. It is the student teacher’s responsibility to see that the university supervisor promptly obtains the proper copies of the evaluations.

The student teacher will provide you with a syllabus and evaluation forms.
Thank you so much for your guidance and assistance.
UNIVERSITY OF WEST GEORGIA
Student/Teacher Practicum
Observation Report

Name of Student ___________________________ Date __________________

Class(es) and/or time of day _____________________________________________

Comments: __________________________________________________________

__________________________________________
Signature of Supervisor

Syllabus & Teaching Internship Forms – Last Updated: 8/30/2005
STUDENT TEACHING NOTEBOOK CHECKLIST
Non-Provisional (Full Time) -- ABED 4586

Name___________________________________     Fall or Spring Term

Place this checklist in the front of your student teaching notebook—IN THE ORDER BELOW. Please use a section divider for each. You and your University Supervisor will check off items as they are completed and inserted BY THE REQUIRED DUE DATES. Handouts/Exhibits may be included with your lesson plans but are not required.

BY FIRST DAY OF INSTRUCTION:  Complete & place ALL in this section in notebook******
___ Personal Information Sheet(s) (Refer to your syllabus; include directions to your school)
___ Class Schedule (Complete with class titles, exact start/end times, room #, etc.)
___ University Supervisor Information Sheet (Refer to your syllabus)
___ Georgia Professional Practices Code of Ethics
___ INTASC (Undergrad) or NBPTS (Graduate) Principles
___ Daily Lesson Plans (word processed EVERY DAY using UWG approved format; you, your mentor, and University Supervisor select the classes and order for adding/dropping)

BY END OF FIRST WEEK:  Complete & place ALL in this section in notebook**************
___ Emergency Lesson Plans (1 per class prep)
___ Sponge Activities (3 total related to your class preps)
___ Observations WITHIN department (Non-Provisional=5 with notes and written narrative)

BY MIDTERM:  Complete & place ALL in this section in notebook********************************
___ Bulletin Board (Picture + written description for how you use it during instruction)
___ Videotape + Self-Evaluation (Write a critique of your video using lesson plan cycle)
___ Evaluations (2 or more originals from your school personnel—principal, dept. chair, etc.)
___ Evaluations (2 or more from University Supervisor; you may make & keep copies only)

BY LAST VISIT:  Complete & place ALL in this section in notebook***************************
___ Observations OUTSIDE department (Non-Provisional=5 with notes and written narrative)
___ Pretest-Teach-Posttest (Include tests and descriptions + tabulate and report results)
___ Evaluations (2 or more originals from your school personnel—principal, dept. chair, etc.)
___ Evaluations (2 or more from University Supervisor; you may make & keep copies only)

Comments:__________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________