ABED 6588
TEACHING INTERNSHIP: BUSINESS EDUCATION SYLLABUS
2nd Semester Provisional/Graduate –  3 credit hours

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**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:** 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_mba.htm](http://www.westga.edu/~busn/lg_mba.htm)
To view the Learning Outcomes for the Masters Business Education program go to [http://www.westga.edu/~mgmtbus/courseobjectives.htm#outcomesmse](http://www.westga.edu/~mgmtbus/courseobjectives.htm#outcomesmse)

**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 **outside** your business education department. A minimum of 3 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. **Extremely Important:** every other Friday (beginning with the first Friday you student-teach) via e-mail, provisional teachers must submit a set of two (2) consecutive daily lesson plans per week for each class being observed.

   The set of plans must also be printed and placed in the provisional teacher's notebook.

   The supervisor will provide feedback on the set of plans within 3-4 days. At that time, the provisional teacher will be directed whether to re-do the specific set of plans or simply incorporate the feedback correctly into the next set of lesson plans.

   If the provisional teacher correctly incorporates the feedback, the cycle will continue each Friday. If the lesson plans do NOT reflect positive changes within two weeks, the provisional teacher must then come to campus by the third week for a review of lesson plans. The time and place will be set by the University supervisor.

   If the lesson plans continue to be incomplete and/or do not show significant improvement within one week of on-campus instruction, a Plan for Improvement will be implemented by the Director of Business Education. Please be informed that a Plan of Improvement is the last step before dismissal of student-teaching.

7. **Email** the following to your university supervisor **by the end of the first week**
8. 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 Sheet  
(e) Observation Sheets and Summaries (3 outside your department)  
(f) Your teaching schedule  
(g) Daily Lesson Plans organized by teaching schedule (i.e., Period 1, Period 2 or Block 1, Block 2, etc.) for HALF of your classes (different classes). If you teach 4 or 5 classes, have daily lesson plans for two different classes. If you teach 6 classes, have daily lesson plans for three different classes. (Lesson plans must be for different classes than last semester.) 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 (different from sponge lesson plans last semester)  
(i) At least 1 emergency lesson plans (different from emergency plan last semester)  
(j) Pretest – Teach -- Posttest  
(k) Copy of all evaluations completed by your local or university supervisors  
(l) Copy of any other evaluations dealing with your teaching internship (i.e., 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 make sure that you 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 mid-term and final seminars.

**OTHER:**

The student is expected to participate in any 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:  Teach classes assigned to you by your local school. Email university pertinent information. Begin observing teachers outside the Business Education department.

Week 2 – Week 14:  Continue teaching utilizing complete lesson plans. **Use the provided lesson plan template.** The university supervisor and your local supervisor will evaluate you approximately 5 times. Complete an observation form and word process a summary on each observation. Continue observing teachers outside the Business Education department. A minimum of 3 observations (total) outside your department must be completed. Update 3-ring binder. Have your lesson plans in your three-ring binder current and available for the university and local supervisors on each visit.

Mid-Semester Seminar: To Be Announced (Check WebCT)

Week 15:  Complete classroom observations outside your Business Education department. Completing an observation form and a word process summary on each observation is required. A minimum of 3 observations (total) outside must be completed.

Final Seminar:  To Be Announced (Check WebCT) Three-ring binder due!
PERSONAL INFORMATION

LAST NAME ________________________________ FIRST NAME ________________________________

STREET ADDRESS _________________________________________________________________

CITY ____________________________ STATE __________ ZIP CODE ______________

HOME PHONE ____________________________ EMAIL ADDRESS ____________________________

EMERGENCY CONTACT PERSON ____________________________ CONTACT PERSON’S PHONE ____________________________

SCHOOL NAME ____________________________

LOCAL SCHOOL SUPERVISOR ____________________________ EMAIL ____________________________ PHONE ____________________________

REMEMBER: Directions to your school!
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Feel free to call or email at any time to discuss your progress.
HIGH SCHOOL OBSERVATION FORM (3 outside 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.)

The student teacher must NOT:

1. Teach more than 4 different subjects.
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. Provide a desk or area where the student teacher may keep items.
3. 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.
4. Introduce student teacher to school administrators, faculty, and staff and provide a tour of the building.
5. Explain policies and procedures for routine duties, disciplinary actions, etc.
6. Provide curriculum guides, textbooks, and other items necessary to perform their duties.
7. Review student teacher’s duties with him/her.
8. Guide student teacher in setting up, analyzing, and evaluating observations.
9. Plan semester schedule with student teacher.
10. Assist student teacher in recognizing and overcoming any undesirable traits.
11. Encourage initiative and acknowledge student teacher ideas.
12. Review student teacher’s daily lesson plans and give constructive criticism.
13. Assist student teacher in efficiently performing routine duties and keeping records.
14. Encourage timely behavior.
15. 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-sememster 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
STUDENT TEACHING NOTEBOOK CHECKLIST
Provisional -- ABED 6587/6588

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 and your University Supervisor select 1/2 your class preps each semester)
_____ Emergency Lesson Plans (1 per class prep)
_____ Sponge Activities (3 total related to your class preps)

1st TERM: Complete & place ALL in this section in notebook BY SECOND VISIT***********

_____ Observations WITHIN department (Provisional=3 with notes and written narrative)
_____ 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)

2nd Term: Complete & place ALL in this section in notebook BY LAST VISIT***************

_____ Observations OUTSIDE department (Provisional=3 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:________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________