

**EDUC 4286 – TEACHING INTERNSHIP  
SPRING, 2008**

**EDUC 4286**

**TEACHING INTERNSHIP**

Semester Hours: 9

Semester/Year: Spring 2008

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax: 706.272.2495

**COURSE DESCRIPTION**

Prerequisite: Admission to Teacher Education. Students will be in a full-time, supervised and directed classroom setting. Application for field experience required prior to enrollment.

**CONCEPTUAL FRAMEWORK**

The Division of Education's mission is to provide excellence in the initial preparation of professional educators for diverse settings who are competent and effective teachers, who can bring diverse learners to high academic achievement and to be able to work toward school improvement. This mission statement is supported by the Division's philosophy embedded in the purpose statements, and further expressed in the Division's goals, is the content for how professional, state, and institutional standards are addressed in the professional teacher education programs. Proficient demonstration of the Professional Outcomes (knowledge, skills, and dispositions) of the Conceptual Framework embraces the competencies and proficiencies of the INTASC Principles and the Georgia State Standards. The Division believes that each of the Professional Outcomes is of equal value, and is critical to the preparation of professional educators to be competent and effective teachers, and leaders in school improvement. Faculty members emphasize the importance of preparing caring, dedicated, skilled professional educators who are committed to offering children equitable educational opportunities to become lifelong learners. *The ten Professional Outcomes (Knowledge, Adaptive, Leader, Decision Maker, Proactive, Culturally Sensitive, Reflective, Empathetic, Collaborative and Lifelong Learner)* are what the Division believes proficient teacher candidates should exhibit upon program completion.

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**COURSE OBJECTIVES**

Students will:

1. observe the managerial and instructional phases of classes (Kellough, 1999); (Empathetic, Knowledgeable; INTASC 1);
2. assist with simple instructional tasks (e.g., checking the roll, leading exercises, distributing equipment prior to actual teaching (Denton, 2000); (Empathetic, Knowledgeable; INTASC 1);
3. assume teaching responsibilities gradually (Division of Education, 1999); (Decision Makers, Lifelong Learners, Collaborative, Culturally Sensitive, Knowledgeable, Proactive; INTASC 7);
4. plan for instruction including formulating daily lesson plans, units, and evaluation of student progress (Danielson, 1996); ( Adaptive, Empathetic, Knowledgeable, INTASC 8);
5. design and implement assessment procedures useful in individualizing instruction (Danielson, 1996); (Adaptive, Empathetic, Knowledgeable, INTASC 8);
6. participate in professional activities (e.g., attend faculty meeting, attend PTA, participate in in-service) (Division of Education, 1999); ( Leaders, Lifelong Learners, Collaborative, Culturally Sensitive, Proactive; INTASC 10);
7. assume general faculty duties such as lunchroom duty and bus duty (Denton, 2000); ( Empathetic, Knowledgeable; INTASC 1);
8. identify instructional resources available at the assigned school (Denton, 2000); (Collaborative, Collaborative, Knowledgeable; INTASC 6);
9. evaluate each day for the purpose of affecting change or planning for the next day (Danielson, 1996); ( Lifelong Learners, Proactive, Reflective; INTASC 9);
10. practice the Code of Professional Ethics stated in the Georgia Professional Code of Ethics ( Lifelong Learners, Proactive, Reflective; INTASC 9);
11. develop and implement instructional lesson plans (Kellough, 1999); ( Lifelong Learners, Knowledgeable, Adaptive, Empathetic, D1 Decision Makers, Collaborative, Culturally Sensitive, Proactive; INTASC 2, 3, 7);
12. demonstrate various teaching styles (Baer, 1997); ( Adaptive, Empathetic, Knowledgeable, Reflective, INTASC 3,4);

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13. demonstrate appropriate discipline techniques when necessary to manage class (Denton, 2000); ( Leaders, Collaborative, Culturally Sensitive, Knowledgeable, Proactive; INTASC 5);
14. motivate students to maximize participation (Baer, 1997); ( Knowledgeable, Reflective, Leaders; Collaborative, Culturally Sensitive, Knowledgeable, Proactive; INTASC 4,5,6);
15. measure and evaluate student progress based on objectives (Adaptive, Empathetic, Knowledgeable; INTASC 8);
16. personalize learning to meet the special needs of each child (Danielson, 1996). ( Lifelong Learners, Knowledgeable, Adaptive, Empathetic; INTASC 2, 3).

**TEXT, READINGS, AND INSTRUCTIONAL RESOURCES**

Required Texts: Costantino and DeLorenzo (2006, 2<sup>nd</sup> edition). *Developing a Professional Portfolio*, Allyn and Bacon.

*Dalton State College Teacher Education Handbook* - posted on website.

[http://www.daltonstate.edu/education/pdf/TeacherEducationHandbook\\_07.pdf](http://www.daltonstate.edu/education/pdf/TeacherEducationHandbook_07.pdf)

LIVETEXT account

**References:**

- Baer, J. (1997). *Creative teachers, creative students*. Needham Heights, MA: Allyn and Bacon.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D. (1999). *Surviving your first year of teaching*. Upper Saddle River, NJ: Merrill.

**ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING**

**Link to Conceptual Framework:** This course is the culminating experience in the Early Childhood program. It includes full-time involvement in a classroom setting in which the Teacher Candidate, working under the supervision of the Dalton State College and classroom site supervising teacher is expected to demonstrate competency in teaching and in handling the day-to-day responsibilities of an elementary classroom. To achieve the required standard of teaching excellence, Teacher Candidates are expected to demonstrate competency in all areas of the Division of Education **Conceptual Framework:** they are to be *knowledgeable* in understanding and applying research-based teaching principles and concepts; *decision makers* in making effective pedagogical choices; *proactive* in establishing an effective learning environment and appropriate learning activities; *culturally sensitive* and *empathetic* toward students; *reflective* regarding educational decisions; and *adaptive* in making changes appropriate to the situation. Working *collaboratively* with supervisors, the teacher candidate

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takes on a variety of *leadership* roles and prepares for a journey of *life long learning* and teaching in elementary classrooms.

**Activities and Assessments:**

General requirements related to the roles and responsibilities of Teacher Candidates, Site Supervising Teachers, and DSC supervisors are delineated in the Teacher Education Handbook [http://www.daltonstate.edu/education/pdf/TeacherEducationHandbook\\_07.pdf](http://www.daltonstate.edu/education/pdf/TeacherEducationHandbook_07.pdf) Specific expectations and requirements include the Teacher Candidate working in a collaborative partnership with Site Supervising Teacher and DSC Supervisor to accomplish the following:

1. Design a plan of curriculum activities, procedures, and projected learning outcomes for the full-time teaching experience and additional teaching experiences throughout the semester. The content, period of time is to be determined collaboratively between the Site teacher, the DSC supervisor, and the Teacher Candidate. (Objectives: 4-16, Checklist)
2. Based on the school's curriculum and the schedule of the Site Supervising Teacher, the Teacher Candidate is to work collaboratively with the Site Supervising Teacher to develop a plan for gradually increasing classroom teaching responsibilities (Objective # 3; Knowledge, Skills, Dispositions; Assessment: Checklist).
3. Design a one to two week curriculum unit (optimal: 2 weeks) to be implemented in the assigned classroom during the full-time teaching period. The topic of the Curriculum Unit will be approved by Site Supervising Teacher prior to delivery.

The curriculum unit will be submitted to the DSC Supervisor one week prior to delivery. (Objectives: 5, 11, 12, 15, 16: Assessment: GFTOI and checklist). ***The Pre/Post assessment results are to be delivered to the DSC Supervisor.*** The Unit Template is as follows:

**Unit Template**

Implementation Semester: Block IV Internship  
Submitted to: Site Supervising Teacher and DSC Supervisor

Each candidate, during Internship, will prepare a unit of one or two weeks duration (depending on supervising teacher's recommendation and needs of students) to be delivered during full takeover in Internship. The Unit will be a unit that is integral to the curriculum for the grade in which the candidate is placed.

The following components must be included:

1. Goals: What outcomes do you expect your students to learn/perform/value (knowledge, skills and attitudes) at the end of the unit?
2. Grade Level Appropriateness: Identify grade level, and include a description of the class in which the Unit will be implemented.
3. Objectives: After you identify the Unit Goals, prepare daily objectives (lesson plans) to meet the goals. These must be tied to the Georgia Performance Standards.

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4. Activities and Resources. What resources will be needed to implement the unit?
5. Lesson Plans: Daily Lesson Plans will be developed for each day of the unit. The Site Supervising Teacher will approve and initial each lesson plan.
6. Integration of Technology: Lesson Plans must include the use of technology in this unit.
7. Culminating Activity: The culminating activity is a project or activity that engages students in meaningful summarization of their discoveries and leads to new ideas, understandings, and connections.
8. Evaluation. Develop a method of allowing your students to evaluate the unit's effectiveness. Ask yourself: What do you, the teacher candidate, want to know about the success of your Unit. Devise an appropriate way for students to assess the Unit. For example, 5 to 7 survey questions that ask your students: "What did you like best about the unit? Why? What did you dislike? What was favorite day and why? Etc.
9. Unit Evaluation: Devise appropriate means of evaluating student progress throughout the unit. Avoid relying on formal pencil and paper tests; select criteria to measure growth. Use conferences, logs, and student journal writing as well.
10. Impact on Student Learning – See Template below

**Teacher Candidate's Effect on Student Learning Template**

(To Be Developed for Unit Plan)

1. Your report will contain:
  - a) Your name
  - b) Course Prefix and Number
  - c) Field Placement/School/Assigned Grade Level
  - d) College Supervisor/Supervising Teacher
  - e) General Description of Learning Activities (lesson plans will suffice)
  - f) Describe Technique(s) to assess student learning (Unit plans/lesson plans)

**Directions for Determining Effect on Student Learning – Unit Plan**

2. State Goals or Outcomes for Student Learning. (GPS)
3. State daily objectives
4. Give a General Description of the Instructional Modeling/Teaching.
5. Describe the technique used to assess student learning.
6. Present Data collection and results in a Table.

The following is an example of how you may collect and report the data.\*

Student	Pre-Test Score	Post-Test Score	Difference
A	25	50	+ 25
B	60	80	+ 20
C	75	88	+ 13
D	77	77	0
Total:	Mean	Mean	Mean Difference

7. Provide an overall summary of your results. For example, you could say that from the above results, there is not enough data to tell whether or not you made a significant difference in the students'

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learning. With 20+ children in the classroom, you will be able to collect more data that will help you determine the effect on student learning.

*Additional Notes:\**

Your Unit plan, as stated in the Unit Guidelines, will have goals. This (ese) goal(s) could be a weekly goal, such that your Pre-Test would be at the beginning of the unit and the Post Test would be at the end of the Unit. In other words, you are measuring: (a) what did your students know prior to the unit; (b) what did they learn that is demonstrated at the end of the Unit?

Additionally, you could also Pre-and Post daily, if your Unit plans are written in such a manner that allows for daily Pre and Post. Then, your daily assessment results could also be used to determine progress toward the goal.

**LESSON PLANS**

*The lesson plan at the end of the syllabus is the format to be used for developing lessons during Internship.*

A complete explanation of the identified components can be found on-line at the Division of Education's website.

***EACH LESSON PLAN MUST BE APPROVED BY THE SITE SUPERVISING TEACHER PRIOR TO DELIVERY.***

***A Lesson Plan will be presented to the DSC Supervisor when the Supervisor is conducting assessment.***

4. Develop a Reflective Journal with weekly entries that address one or more of the Professional Outcomes. During the span of the Internship, all Professional Outcomes will be addressed. The journal entries could be from a lesson taught or classroom experiences. Each weekly entry will be submitted electronically to the DSC supervisor and placed on LiveText. (Objective # 9, Assessment: GFTOI and Checklist).

5. The Teacher Candidate will follow the regular schedule of the Site Supervising Teacher and participate in school activities associated with the Site Teacher's responsibility throughout the Internship. Professional growth opportunities such as participation in faculty meetings, staff development, and planning sessions are expected. Involvement in parent meetings and conferences, when appropriate, and involvement in carrying out school responsibilities is also expected (Objectives 2, 6, 7, Assessment: self-report, and Site Teacher notes).

**6. ADDITIONAL NOTES:**

- **Candidate will submit all lesson plans to the Site Supervising Teacher for approval PRIOR to delivery.**
- **Candidate will submit Curriculum Unit to the Site Supervising Teacher and DSC Supervisor prior to delivery. The Unit Plan will be delivered during the two-week of full responsibility.**
- **Candidate will provide the Site Supervising Teacher a copy of the course syllabus.**
- **Candidate will provide the DSC Supervisor a semester schedule of activities within 7 days of beginning the Internship (Student Teaching). The schedule will identify:**

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- Semester calendar from the school system
- list of when the Candidate will teach (from the 2<sup>nd</sup> week forward)
- schedule of the daily classroom activities
- In-Tech training dates
- Two-week full responsibility dates

**Candidate will keep a Notebook with the following items identified:**

- i) **Daily Classroom Schedule**
- ii) **Daily Lesson Plans**
- iii) **Copies of weekly feedback notes from Site Supervising Teacher**
- iv) **Teacher Candidate's Effect on Student Learning**
- v) **Other items as requested by the DSC Supervisor**

**The Notebook will be available for the DSC Supervisor's perusal at all visits.**

**7. Evaluation Procedures:** Teacher Candidates will be evaluated on the criteria and associated descriptors specified on the APB and GFTOI during scheduled observations throughout the semester.

**Grading Policy:**

Teacher Candidates will receive a grade of Satisfactory or Unsatisfactory for the internship. A combination of assessments from the school and college supervisors will be coordinated for the overall rating.

**CLASS OUTLINE**

Teacher Candidate activities occur at the field site; consequently, the sequence and tasks outlined are to be considered as guidelines to be adapted to the school schedule and the needs of teacher candidates and supervisors. Two week or two one-week Intern take-over (Intern has full responsibility for plans and all activities, including delivering teaching unit) is at the discretion of the Site Teacher. Plans for take-over will be communicated to the DSC Supervisor by the determined due date.

Teacher candidates are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a teacher candidate uses or purchases ghostwritten papers or materials. It also occurs when a teacher candidate utilizes the 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 reported to the Office of Student Affairs. Refer to the Academic Irregularities section of the Student Handbook in the Dalton State College catalog.

**Access Statement for Students with Disabilities**

revised 11-30-05

Students with disabilities are invited to contact the Academic and Career Enhancement (ACE) Center of Dalton State College to request reasonable accommodations for academic programs and other activities of Dalton State College. Students are encouraged to contact the ACE Center as soon as possible and to make an appointment with Disability Support Services (DSS) staff to begin the process of qualifying for accommodations. Professional documentation must be provided that explains and verifies the disability and resulting limitations before DSS

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Services and accommodations can be utilized. Once documentation is provided, students must allow adequate time for assessment of documentation and implementation of approved accommodations. For additional information, please contact:

Mary Andrews  
ACE Center - Disability Support Services  
Lower Level, Pope Student Center  
650 College Drive, Dalton , GA 30720, 706-272-4429

**Students who are unable to come to the ACE Center to request accommodations for a disability, should call 706-272-4429.**

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**TEMPLATE FOR LESSON PLAN**

Name \_\_\_\_\_ Date written \_\_\_\_\_ Date implemented \_\_\_\_\_  
Grade level \_\_\_\_\_ Content Area \_\_\_\_\_

*Class Description: Number of boys and girls, ELL, gifted, special needs, etc.*

**Objective:**

*National Standard/State Standard(s):*

*Pre-Assessment: How will you determine what the students need to know?*

**Introduction:**

**Opening Activity/Purpose:** How will you catch the students' attention?

**State the objective:** Tell them what they will be learning and how they will be assessed.

**Review:** Review previous knowledge that relates to the new the objective.

**Relevance/Connections:** Tell students why they need to know this and connect the new learning to students' daily lives.

**Instruction/Modeling**

- **Questions to Ask Yourself:**
  - How will I teach the skill/concept?
  - Am I addressing all learning styles?
  - Am I including various teaching strategies?
  - Are students going to be actively engaged in the lesson the entire time?
- **Instruction**
- **Development**
- **Lecture/Activity**
- **Checking for Understanding**

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**Guided Practice**

**Independent Practice:**

**Assessment**

**Closure**

**Accommodations/Adaptations**

**Materials/Supplies**

**Integration into other content areas and technology**

**Enrichment**