

**EDUC 4286 – Departmental Syllabus
2006-2007**

TEACHING INTERNSHIP

Semester Hours: 9

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.

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); (D1 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 as presented in Expectations, policies, and procedures of internship (Division of Education, 1999); (Lifelong Learners, Proactive, Reflective; INTASC 9);
11. develop and implement all forms of lesson plans (Kellough, 1999); (Lifelong Learners, Knowledgeable, Adaptive, Empathetic, D1 Decision Makers, Collaborative, Culturally Sensitive, Proactive; INTASC 2, 3, 7);
12. use various teaching styles (Baer, 1997); (Adaptive, Empathetic, Knowledgeable, Reflective, INTASC 3,4);
13. use 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 objectivities (Division of Education, 1999); and (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, 2nd edition). *Developing a Professional Portfolio*, Allyn and Bacon.

Dalton State College Teacher Education Handbook (In Revision) posted on website.

<http://www.daltonstate.edu/education/blockIVinternship.htm>

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