

**EDUC 4289 Departmental Syllabus
2006-2007**

TEACHING INTERNSHIP SEMINAR

3 Semester Hours

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.

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

The student teacher will:

1. attend meetings related to areas of need (or deficiency) pertinent to the internship experience, as well as to later teaching experiences (Division of Education; Guidelines for student teaching; Other resources designated by division/program college supervisor) (Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 3,9, 10);

2. discuss issues related to internship, including topics derived from didactic coursework, topics of group interest and topics introduced by guest speakers/the course instructor (Bennett, Meyer, & Meyer, 1994; Clinchy, 1999; Department of Education, 1993; Guidelines for student teaching; Other resources designated by department/program/college supervisor) (Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 3,9, 10);
3. complete a portfolio designed to demonstrate mastery of program content and support job interviewing (AAHE, 1998; Georgia Department of Education, 1993; Other resources designated by department/program/college supervisor) (Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; INTASC 3,9, 10);
4. promptly and accurately submit assignments related to student internship (College of Education, Guidelines for student teaching; Other resources designated by department/program/college supervisor); and
5. reflect on the practices implemented as a part of the current and previous field experiences and on the knowledge and skills that were experienced in the professional blocks of courses (Bennett, Meyer, & Meyer, 1994; Bookfield, 1995. (Lifelong Learners, Proactive, Reflective; INTASC 3, 9, 10);

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:

Teacher Education, Field Experiences and Internship: Policies and Procedures Handbook. (August, 2005). Dalton State College, GA: Author.

Costantino, Patricia M. and Lorenzo, Marie N. (2002).

Developing a Professional Teaching Portfolio. Boston, MA : Allyn and Bacon.

References:

AAHE. (1998). *The course portfolio.* Washington, D.C.: American Association for Higher Education.

Bookfield, S. (1995). *Becoming a critically reflective teacher.* San Francisco: Jossey-Bass.

Clinchy, E. (1999). *Reforming American education from the bottom to the top.* Portsmouth, NH: Heinemann.

Bennett, D.I, Meyer, C.H., & Meyer, D.E. (1994). *Elementary field experiences.* Albany, NY: Delmar Publishers.

Georgia Department of Education. (1993). *Georgia Teaching Evaluation Program evaluation manual.* Atlanta: Author. (Other resources designated by department/program/ University supervisor)

Smith, D.E., Knudsvig, G.M, & Walter, T. (1998). *Critical thinking: Building the basics.* Albany, NY: Wadsworth.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework: This course is designed to provide undergraduate students with an understanding of issues related to securing a teaching position and becoming a successful teacher. The evaluation for this course is structured so that assignments correlate with the knowledge and skills necessary to demonstrate teaching competencies, as well as professional behavior and attitudes. At the completion of this course, students will demonstrate competencies in the areas of **Leaders** (regular attendance and participation in class discussions, compile list of test preparation strategies, complete interview related to special needs accommodations, design and complete a professional portfolio, respond to questions and articles presented in class); **Lifelong Learners** (regular attendance and participation in class discussions, compile list of test preparation strategies, complete interview related to special needs accommodations, design and complete a professional portfolio, respond to questions and articles presented in class); (regular attendance and participation in class discussions, compile list of test preparation strategies, complete interview related to special needs accommodations, design and complete a professional portfolio, respond to questions and articles presented in class); **Collaborative** (regular attendance and participation in class discussions, compile list of test preparation strategies, complete interview related to special needs accommodations, design and complete a professional portfolio, respond to questions and articles presented in class); **Culturally Sensitive** (regular attendance and participation in class discussions, compile list of test preparation strategies, complete interview related to special needs accommodations, design and complete a professional portfolio, respond to questions and articles presented in class); **Empathetic** (regular attendance and participation in class discussions, compile list of test preparation strategies, complete interview related to special needs accommodations, design and complete a professional portfolio, respond to questions and articles presented in class); **Knowledgeable** (regular attendance and participation in class discussions, compile list of test preparation strategies, complete interview related to special needs accommodations, design and complete a professional portfolio, respond to questions and articles presented in class); **Proactive** (regular attendance and participation in class discussions, compile list of test preparation strategies, complete interview related to special needs accommodations, design and complete a professional portfolio, respond to questions and articles presented in class); (regular attendance and participation in class discussions, compile list of test preparation strategies, complete interview related to special needs accommodations, design and complete a professional portfolio, respond to questions and articles presented in class).