Syllabi for Internship II Courses

EDEL 790A

I. Descriptive Information:
A. EDEL 790A: Internship II: Elementary School Curriculum
B. Internship for practice in classroom settings related to curriculum design and implementation, leading to initial certification
C. 4 credit hours
D. Prerequisite: Admission to the MAT program and successful completion of first semester internship. Co-requisites: EDEL 790B, EDEL 790C, and EDEL 791
E. Teacher candidates seeking initial certification in Elementary Education
F. Elementary Education faculty members and university supervisors

II. Course Goals and Objectives:

Goals:
1. Teacher candidates will design appropriately integrated curriculum goals, instruction, and assessment.
2. Teacher candidates will demonstrate understanding of exemplary curriculum for elementary schools.

Objectives:
Teacher candidates will:
1. plan appropriate learning strategies and activities for several subject areas;
2. design daily and weekly lesson plans (short term planning);
3. plan to observe and monitor student learning through collection and analysis of data, using formal and informal methods;
4. display a commitment to integrity;
5. assume total responsibility for planning the instructional environment for a designated period of time;
6. identify and select appropriate means of assessment, and use assessment data to plan instruction to meet the needs of learners;
7. demonstrate an awareness of specific content-related abilities, knowledge and appreciations appropriate to developmental level of students;
8. develop a long-range integrated curriculum plan which aligns curriculum goals, instruction, and assessment (long-range planning);
9. develop long-range integrated plans that are inquiry-based;
10. plan instructional opportunities for problem solving and higher order thinking;
11. create opportunities for learning by effectively designing and maintaining physical and affective environments;
12. analyze and evaluate the role and responsibilities of the physical education program in the assigned school;
13. plan lessons which integrate fine arts goals (dance, dramatics, art and music) and experiences into a curriculum plan;
14. be familiar with school-to-work transition regulations and plan appropriate curricular activities; and
15. display the ability to adjust strategies and manage people, activities, technology, and resources.

III. **Required Texts and Readings:**
- *Master of Arts in Teaching in Elementary Education Internship II Field Packet*
- *ADEPT Handbook for University Supervisors, Coaching Teachers, and Teacher Candidates*
- *Preservice Teacher Education Clinical Experiences Manual*
- Online SC Curricular Frameworks at: [http://www.myscschools.com/offices/cso/](http://www.myscschools.com/offices/cso/)
- Additional texts and readings identified in seminar (EDEL 791)

IV. **Academic Requirements:**
1. Completion of tasks described in the *Master of Arts in Teaching in Elementary Education Internship II Field Packet*
2. Completion of ADEPT tasks linked to APS 1-3, including the Long-Range Plan and the Unit Work Sample.
3. Participation in a mid-term evaluation of the internship assessing the teacher candidate’s performance on curriculum-related ADEPT Performance Standards (APS 1-3).
4. Participation in a final evaluation of the internship assessing the teacher candidate’s performance on curriculum-related ADEPT Performance Standards (APS 1-3).

V. **Administrative Requirements:**
1. Teacher candidates are expected to meet university and school-site attendance requirements.
2. Teacher candidates are expected to follow school attendance requirements for classroom teachers.
3. Written materials are to be prepared and presented in a professional and timely way.

VI. **Evaluation and Grading:**
The university supervisor and coaching teacher will collaboratively determine the grade for each teacher candidate, with points distributed as described below:
- **8% Field Packet Assignments (A-2 & A-4, A-6, A-7, and B-1)**
  - Each task/combination of tasks worth 2 points
- **16% Mid-term ADEPT Evaluation**
  - APS 1 (5 points)
  - APS 2 (3 points)
  - APS 3 (3 points)
  - Passing ADEPT Domain 1 (5 points)
- **40% Unit Work Sample (Scoring rubric on page 20)**
- **36% Final ADEPT Evaluation**
• APS 1 Long-Range Plan (20 points. Scoring rubric on page 19)
• APS 2 (3 points)
• APS 3 (3 points)
• Passing ADEPT Domain 1 (10 points)

Grading Scale:

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<th>91-92</th>
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<th>85-90</th>
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EDEL 790B

I. Descriptive Information:
A. EDEL 790B: Internship II: Elementary School Instruction
B. Internship tasks related to instruction in classroom settings, leading to initial certification
C. 4 credit hours
D. Prerequisite: Admission to the MAT program and successful completion of first semester internship. Co-requisites: EDEL 790A, EDEL 790C, and EDEL 791
E. Teacher candidates seeking initial certification in Elementary Education
F. Elementary Education faculty members and university supervisors

II. Course Goals and Objectives:
Goals:
1. Teacher candidates will understand and use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
2. Teacher candidates will demonstrate teaching competence and the ability to implement instruction that meets curricular standards and diverse student needs.
3. Teacher candidates will be capable of managing the classroom effectively.
4. Teacher candidates will make decisions based on appropriate assessment; in depth professional knowledge; educational, environmental, and societal contexts; and dispositions of the Professional Educator

Objectives:
Teacher candidates will:
1. interact and communicate satisfactorily with students;
2. analyze, implement, and evaluate appropriate classroom management practices;
3. demonstrate the ability to facilitate a positive and safe classroom climate;
4. demonstrate the ability to implement developmentally appropriate instructional activities;
5. model appropriate behaviors and enthusiasm for learning;
6. involve children actively in thinking and learning activities;
7. implement lessons that integrate across subjects and across time;
8. utilize assessment data to monitor and adjust instructional strategies to meet individual and group needs;
9. demonstrate the ability to utilize feedback from a variety of sources to improve instruction;
10. analyze and evaluate instructional strategies and procedures based on standards and a theoretical framework of exemplary practice;
11. integrate technology into instruction;
12. demonstrate the ability to integrate physical education and safety goals into the curriculum; and
13. implement lessons which integrate fine arts goals into the curriculum.
III. **Required Texts and Readings:**
- *Master of Arts in Teaching in Elementary Education Internship II Field Packet*
- *ADEPT Handbook for University Supervisors, Coaching Teachers, and Teacher Candidates*
- *Preservice Teacher Education Clinical Experiences Manual*
- Online SC Curricular Frameworks at: [http://www.myscschools.com/offices/cso/](http://www.myscschools.com/offices/cso/)
- Additional texts and readings identified in seminar (EDEL 791)

IV. **Academic Requirements:**
1. Completion of tasks described in the *Master of Arts in Teaching in Elementary Education Internship II Field Packet*, including a videotaped lesson and written reflections.
2. Completion of ADEPT tasks linked to APS 4-9.
3. Participation in a mid-term evaluation of the internship assessing the teacher candidate’s performance on instruction-related ADEPT Performance Standards (APS 4-9).
4. Participation in a final evaluation of the internship assessing the teacher candidate’s performance on instruction-related ADEPT Performance Standards (APS 4-9).

V. **Administrative Requirements:**
1. Teacher candidates are expected to meet university and school-site attendance requirements.
2. Teacher candidates are expected to follow school attendance requirements for classroom teachers.
3. Written materials are to be prepared and presented in a professional and timely way.

VI. **Evaluation and Grading:**
The university supervisor and coaching teacher will collaboratively determine the grade for each teacher candidate, with points distributed as described below:

2% Field Packet Assignment (A-5)

32% Mid-term ADEPT Evaluation
- APS 4 through 9 (3 points each = 18 points)
- Passing ADEPT Domain 2 (10 points)
- Passing ADEPT Domain 3 (4 points)

30% Written Reflections

36% Final ADEPT Evaluation
- APS 4 through 9 (3 points each = 18 points)
- Passing ADEPT Domain 2 (12 points)
- Passing ADEPT Domain 3 (6 points)
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I. **Descriptive Information:**
A. EDEL 790C: Internship II: Elementary School Professional Roles
B. Internship tasks in school settings related to professional development, leading to initial certification
C. 4 credit hours
D. Prerequisite: Admission to the MAT program and successful completion of first semester internship. Co-requisites: EDEL 790A, EDEL 790B, and EDEL 791
E. Teacher candidates seeking initial certification in Elementary Education
F. Elementary Education faculty members

II. **Course Goals and Objectives:**

Goals:
1. Teacher candidates will understand the roles and responsibilities of professional educators in school settings.
2. Teacher candidates will demonstrate the behaviors associated with effective professional elementary teachers who are members of learning communities.

Objectives:
Teacher candidates will:
1. effectively communicate with the supervisory team of educators;
2. demonstrate the ability to interact and communicate with teachers, administrators, school staff, and other teacher candidates;
3. demonstrate the ability to interact and communicate with parents and community members;
4. demonstrate initiative, flexibility, and a positive attitude;
5. demonstrate the ability to be dependable, prepared, and well organized;
6. demonstrate ethical behavior and a willingness to contribute to a professional setting;
7. monitor and set goals for personal effectiveness in professional roles;
8. implement suggestions for improvement of personal effectiveness;
9. accompany coaching teacher during performance of professional roles;
10. demonstrate a commitment to lifelong learning and continued professional growth; and
11. identify characteristics and responsibilities of an educator who is a reflective professional.

III. **Required Texts and Readings:**
- Master of Arts in Teaching in Elementary Education Internship II Field Packet
- ADEPT Handbook for University Supervisors, Coaching Teachers, and Teacher Candidates
- Preservice Teacher Education Clinical Experiences Manual
IV. **Academic Requirements:**
1. Completion of tasks described in the *Master of Arts in Teaching in Elementary Education Internship II Field Packet*, including completion of the Inquiry into Teaching Project and written reflections.
2. Completion of ADEPT tasks linked to APS 10, including the candidate’s self-report on Fulfilling Professional Responsibilities.
3. Participation in a mid-term evaluation of the internship assessing the teacher candidate’s performance in meeting APS 10 (Fulfilling Professional Responsibilities).
4. Participation in a final evaluation of the internship assessing the teacher candidate’s performance in meeting APS 10 (Fulfilling Professional Responsibilities).

V. **Administrative Requirements:**
1. Teacher candidates are expected to meet university and school-site attendance requirements.
2. Teacher candidates are expected to follow school attendance requirements for classroom teachers.
3. Written materials are to be prepared and presented in a professional and timely way.

VI. **Evaluation and Grading:**
The university supervisor and coaching teacher will collaboratively determine the grade for each teacher candidate, with points distributed as described below.

- **10%** Field Packet Assignments (A1 & 3, B2 & 6, B3, B4, and B5)
  - Each task/combination of tasks worth 2 points
- **20%** Mid-term ADEPT Evaluation
  - APS 10 (5 points)
  - Passing ADEPT Domain 4 (10 points)
  - Acceptable ratings on all Dispositions (5 points)
- **10%** Written Reflections
- **25%** Completion and Presentation of Inquiry into Teaching Project
  (Scoring rubric on page 18)
- **5%** APS 10 Self Report
- **30%** Final ADEPT Evaluation
  - APS 10 (5 points)
  - Passing ADEPT Domain 4 (15 points)
  - Acceptable ratings on all Dispositions (10 points)
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