EDSE 776 A

I. Descriptive Information

Course Number and Title: EDSE 776A Teaching Internship in High School.

Catalog Description: Application of effective teaching techniques and organization of instructional settings for high school students.

Course Credit: Three (3) graduate credit hours.

Prerequisites: Acceptance to the Professional Program in Education and Internship as a MT or MAT Student.

Intended Audience: MT or MAT students preparing to teach English in high school.

Supervisors:
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II. Statement of Course Goals and Objectives

A. Goal

To provide an opportunity for high school pre-service professional educators to examine in-depth the role and responsibilities of the English teacher in an educational setting.

B. Objectives

1. Demonstrate an ability to carry out a variety of tasks related to effective teaching.
2. Demonstrate the ability to plan and implement an instructional lesson.
3. Demonstrate an ability to plan, implement, and adapt curricula for students of different cultural and language backgrounds.
4. Demonstrate an ability to plan, implement, and adapt curricula for students with different academic needs and who demonstrate a wide range of exceptionality.
5. Utilize research-based theories of learning in classroom situations.
6. Use classroom inquiry and research methodology as part of the assessment process.
7. Demonstrate knowledge of mandated teacher evaluation procedures.
8. Demonstrate an ability to implement appropriate classroom management techniques.
9. Demonstrate an awareness of student discipline codes and an ability to implement disciplinary procedures.
10. Demonstrate an awareness of professional ethics, responsibilities, and activities.
11. Demonstrate an ability to integrate into instruction appropriate technical and applied academic activities.

III. Academic and Behavioral Expectations

Attendance
The intern should be at the assigned school during the same designated time frame each week. (Times may change with different rotation.) The schedule should be set up in conjunction with the Cooperating Teacher and around the student class schedule.

Contact both the Cooperating Teacher and the Supervisor if for any reason an absence is necessary.

Professional Conduct
The intern should demonstrate
✓ punctual, prompt, and regular attendance
✓ efficient handling of routines, procedures, and paperwork
✓ promptness in meeting deadlines
✓ positive and pleasant demeanor with students, school personnel, and supervisor
✓ effective communication with colleagues, supervisors, and students
✓ courtesy through prompt acknowledgement of e-mails from the supervisor
✓ professional attire

Teaching
✓ The intern must produce lesson plans that are thorough, reflective of best practices in English education, free of errors, reflect thoughtful planning and preparation, use materials which are appropriate, sufficient and organized
✓ detailed, adequate to fill instruction time bell-to-bell
✓ reflect knowledge of learning styles
✓ employ different teaching strategies, technologies
✓ grammatically sound, accurate information
✓ includes goal (statement of value!) for introduction
✓ has statement for closure (recap of goal/objectives, connect to next day’s learning)
✓ Lesson plans must be submitted to the teacher 2 days before the intern plans to teach the lesson which allows time for feedback.
✓ Lesson plans should be in binder and available for supervisor during each visit.
✓ “Teaching” = time spent instructing small groups, whole classes, or one-on-one coaching. (Planning, conferencing, and observing are crucial but not considered actual teaching.)
15 Minimum teaching hours, 45 minimum hours total per rotation (site)

Observations (Minimum of 2 per Rotation)

The cooperating teacher in each placement will complete at least one formal observation using the ADEPT system and the USC Internship Conference Sheet. The formal observation should be followed by a conference. The university supervisor will conduct one formal ADEPT (PD’s 4 – 9) at each site and will conference with the intern as soon as possible after that observation. Informal observations may occur, as well.

Field Notebook

Materials:  1 large organizer with dividers
           Field Experiences Policies and Procedures Manual
           ADEPT Manual

Use the following guidelines to set up this binder. The supervisor will ask to see this binder on each visit, so it should be readily available.

Section I: Weekly Time Sheets, Observation Logs, ADEPT Feedback
           In this section keep copies of the time sheets which have been signed by the teacher. These sheets should be filed in chronological order. Two observation logs will be completed during the first two weeks of each rotation. (4 logs total). Keep copies of all ADEPT observation feedback forms. (2 per rotation, total 4)

Section II: Lesson Plans: minimum of 3 per rotation / 6 total for the semester
           In this section keep all lesson plans for each lesson/class taught and any handouts, assessment, checklists, rubrics and any materials that accompany these lessons.

Section III: Long Range Planning (PD1)

           Begin gathering materials such as
           1  student surveys or questionnaires
           2  course syllabi from the coaching teachers
           3  school policy and procedures manuals,
           4  classroom management plans
           5  coaching teachers’ long range plans (if available)
           6  district or state curriculum standards.

Section IV: Teaching Ideas/Student Work/Reflection
In this section collect and organize teaching ideas, handouts, assessments, student work, etc., for future use. Preserve insights and moments of significance in a teaching journal.

IV. Overview of Internship and Internship Student Schedule

Introduction: The yearlong Secondary Education internship affords the preservice professional educator the opportunity to phase in to a full classroom-teaching load and to gain experience throughout the entire school year.

Internship A of the year long internship carries 3 semester hours credit and involves two 6-week placements in a high school setting. Each placement requires that the preservice professional educator report to the school 7.5 to 10 hours per week, Monday through Friday for 1.5 to 2 hours each day. Your instructor will announce specific start and finish dates for Internship A.

The first school placement for Internship A, if in the Fall semester, will begin if possible with the opening of school so that each preservice professional educator can be part of the first planning week before the students arrive, attend faculty and committee meetings, witness the general start of the school year, and experience how procedures and expectations are established with a new class. However, with schools opening as early as the first week in August, Internship A may not begin at the opening of school. Interns will be notified as to where and when they are to report to the school. If taken in the spring semester, Internship A starts with the interns reporting to their university supervisor on the first day of classes for the fall term. By the 2nd week in each school, students should begin to team-teach a few classes, and by the 4th week, students should teach several classes, as the cooperating teacher will allow.

Students are expected to have two lessons observed in each setting using the ADEPT system. The university supervisor will do one of these observations and the classroom teacher will do one.

A final evaluation of student performance will be conducted during the last week of Internship A. A student must earn a grade of B or better and a positive recommendation from the university supervisor and the classroom teacher to be considered for enrollment in Internship B.

The following is a list of suggested activities for each two-week period in each placement.

Phase 1: Assisting the Supervising Master Teacher (weeks 1 and 2)

The first block of internship is focused on the goal of helping the preservice professional educator become acquainted with the supervising teacher and respective students via activities that include:
1. individual and small group work

2. developing instructional activities

3. assisting in assessment tasks

4. fulfilling standard non-instructional duties as appropriate

The USC preservice professional educator is expected to assist the supervising master teacher in all aspects of classroom setup, management, instructional routines, and procedures, and is also expected to gain familiarity with and understanding of the varying needs of diverse learners.

Phase 2: Developing Instructional Skills and Sense of School (weeks 3 and 4)

The second block of internship is focused on providing the preservice professional educator with opportunities for extending development of classroom based instruction and planning skills, classroom teaching and for observing a variety of other teachers and programs in the school placement.

Suggested activities include:

1. developing detailed lesson plans that accommodate a wide diversity of student needs

2. implementing planned lessons in the classroom

3. continuing, as appropriate, activities from Phase 1

4. observing and shadowing school personnel in a variety of settings (e.g., compensatory, special education, tech-prep/college preparation programs: guidance and discipline personnel, media/technology specialists)

The USC preservice professional educator is expected to continue refining his/her planning and instructional development skills under the supervision of the master teacher. Additionally, the preservice professional educator is expected to engage in a variety of other in-school placements as determined by the master teacher.

Phase 3: Implementing Planned Instruction (weeks 5 and 6)

The third block of internship is focused on engaging the preservice professional educator in assumption of the instructional responsibilities of the supervising master teacher. Suggested activities include:

1. Developing extended lesson and unit plans
2. Implementing whole-class instruction

3. Assessing and evaluating student performance

4. Reflecting upon effectiveness of instruction and appropriate changes/adjustments

The USC preservice professional educator is expected to plan, implement, and assess whole-class instruction under the supervision of the master teacher. This process should include opportunities for the preservice professional educator to self-evaluate his/her general teaching performance in concert with the master teacher and the USC supervisor. It is expected that the USC intern will teach a *minimum of 15 hours within the framework of Phase 2 and 3.

*It is expected that most interns will teach more than the minimum requirement depending on their placement and circumstances.

V. Rules of Conduct

While in the public and/or private school to which they are assigned, students are expected to adhere to the rules of conduct as dictated by the school, the profession and as expressed in Carolina Community: Student Handbook and Policy and the Field Experiences Policies and Procedures Manual.

VI. Grading Rubric and Grading

<table>
<thead>
<tr>
<th>Required Element</th>
<th>Point Values</th>
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<tbody>
<tr>
<td>3 Lesson Plans per Rotation (total of 6; 3 pts. each)</td>
<td>18</td>
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<tr>
<td><em>Reviewed in advance with CT; followed correct format; were detailed and completed.</em></td>
<td></td>
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<td>Field Notebook</td>
<td>15</td>
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<td><em>Complete, neat, valuable as a future resource</em></td>
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<tr>
<td>Observation Logs (2 per rotation; 2 pts. each)</td>
<td>8</td>
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<tr>
<td><em>Logs were detailed, complete</em></td>
<td></td>
</tr>
<tr>
<td>ADEPT Observations (total of 4; 6 pts. each)</td>
<td>24</td>
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Earned no fewer than 4 pts. on APSs 4-9 per observation

Professionalism 25
5 Weekly Overviews detailed, complete, prompt (2 pts. each); Timesheets complete, accurate, approved by CT (3 pts. per rotation); Intern displayed effective communication, courtesy, and initiative (up to 9 points)

Evaluation Conferences 10
Earned no fewer than 6 pts. on APSs 2-10 on both Mid-Term and Final Evaluation

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>C</td>
<td>75-79</td>
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<tr>
<td>B+</td>
<td>90-94</td>
<td>D+</td>
<td>70-74</td>
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<tr>
<td>B</td>
<td>85-89</td>
<td>D</td>
<td>65-69</td>
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<td>C+</td>
<td>80-84</td>
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<td>below 65</td>
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