EDSE 776B
Teaching Internship in High School English

I. Descriptive Information

- Course number and title: EDSE 776B- Teaching Internship in High School English.
- Catalog description: Application of effective teaching techniques and organization of instructional settings for high school students.
- Course credit: Nine (9) 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 in high school.

II. Statement of Course Objectives

1. Demonstrate accurate knowledge of the content area with confidence and authority.
2. Prepare and implement lesson plans involving students actively in the lessons compatible with grade level and content, accommodating exceptional students, learning styles and multicultural backgrounds of students.
3. Demonstrate flexible but firm strategies of classroom management skills.
4. Demonstrate then use of more than three instructional techniques and organization size.
5. Demonstrate acceptable oral and written communication skills at an understandable level.
6. Utilize various methods of student assessment and evaluation.
7. Function in the school setting as demonstrated by punctuality, acceptance of responsibility, acceptance of required and extra duties, and cordiality.
8. Demonstrate an awareness of professional ethics and responsibilities.
9. Demonstrate an awareness of school law and educational policy.
10. Engage in activities that promote communication skills in the workplace.
11. Create a plan for career exploration in the classroom.
12. Demonstrate effective methods of mediation and conflict resolution.
13. Use classroom inquiry and research methodology as part of the assessment process.
14. Demonstrate an ability to integrate into instruction appropriate technical and applied academic activities.

III. Required Text and Readings

1. Preservice Clinical Experiences Policy and Procedures Manual for Internship for Directed Teaching
2. ADEPT System Guidelines
IV. Course Requirements and Responsibilities

The Intern Must

- Be in a school placement a minimum of 60 full school days
- Must teach a minimum of 150 hours (no maximum)
- Must teach full-time for a minimum of 10 consecutive days
- Follow the school calendar — not the University calendar
- Attend all functions such as faculty/team/department meetings, open house, parent conferences, field trips, etc. that are part of the coaching teacher’s responsibilities (not required to participate in any activity for which teacher receives a supplement to his/her salary)
- Maintain the Field Experience Folder (info more detailed to follow)
- Submit the mid-term conference discussion sheet prior to the Mid-Semester Conference
- Attend the Mid-Semester Conference
- Prepare and present the Unit Work Sample which is held after the intern has completed teaching a unit
- Attend the Final Conference
- Submit ELECTRONICALLY to the supervisor the following:
  - Info Sheet Template by January 21
  - Teaching Schedule by January 30
  - Weekly lesson plans and weekly calendars by Sunday evening prior to teaching by 8:00PM
  - The first draft of Long Range Plan (LRP) on or before February 20
  - Midterm 3-way Conference March 2-6
  - Final version of LRP March 13
  - Unit Work Sample by April 3
  - APS10 self report on April 20
  - Final 3-Way Conference April 20-24
  - Final Time Sheets by April 30 (Note: Mail this, as signatures required!)
  - Reflection on Attitude for Teaching ELA on May 1

- Contact both your coaching teacher and university supervisor via e-mail and a phone message if you have to be absent for any reason.

University Supervisor:
E-mail:
Home:
Cell:

Field Experiences Binder

Materials:
1 large binder with dividers
Plastic sleeves (optional)
3-hole punch
Use the following guidelines to set up this binder, and be sure to have this binder with you daily in your school setting. Your cooperating teachers and your supervisor must be able to view these materials at all times.

Section I: Monthly Time Sheets
In this section keep copies of your signed and dated monthly time sheets. These sheets must be regularly maintained and filed in chronological order. These time sheets will be used to document your teaching hours for certification purposes. The completed, signed originals must be submitted to your university supervisor following your last day in the field placement.

Section II: Lesson Plans
In this section keep lesson plans for each lesson/class that you teach and all supplemental materials that accompany these lessons—your teaching notes, handouts, quizzes, student materials, etc. You may use one of the templates presented to you for your lesson planning.

Section III: Unit Work Sample
In this section include samples of student work representative of your teaching a unit of instruction.

Section IV: Observations Log
During your internship you will make arrangements to observe two teachers and record how they deal with routines and discipline issues. For each observation, use the “Teacher Observation Log” to make notes and keep those notes in your binder.

Section V: ADEPT Observation Sheets
In this section keep your copies of lesson observation sheets (3 from cooperating teacher and 3 from university supervisor)—insure that all required signatures are present

Professional Conduct
The intern should demonstrate
- Punctual, prompt, and regular attendance
- Efficient handling of routines, procedures, and paperwork
- Promptness in meeting all school and university deadlines
- Positive and pleasant demeanor with students, school personnel, and supervisor
- Effective communication with colleagues, supervisors, and students
Teaching
During the course Internship B through your teaching and through your lesson plans, you must

- Create and implement lesson plans that are thorough, reflective of best practices in English education, and correct with regards to the conventions of Standard English and turn these into your university supervisor by Sunday, 8:00PM, and to your cooperating teachers at least 2 days prior to teaching a lesson
- Produce materials that are appropriate, sufficient, and organized
- Develop lessons that reflect thoughtful planning/preparation which are compatible to the grade, ability levels, and content of course
- Address various learning styles and interests of students
- Integrate various multicultural perspectives
- Accommodate students with special needs
- Use a variety of instructional strategies and activities
- Vary instructional techniques within a block period
- Vary class organization
- Create, use, and interpret the results of a variety of assessments tools
- Use effective classroom management strategies and techniques

The Coaching Teacher should
- Complete a minimum of three ADEPT observations, one being a complete lesson
- Conference with the intern after each observation and throughout the semester
- Complete the mid-term conference discussion sheet prior to the Mid-Semester Conference
- Is invited - but not required - to attend the Unit Work Sample Interview
- Conference with the supervisor by phone, e-mail, or in person throughout the semester
- Attend the Final Evaluation Conference

The University Supervisor is required to
- Complete a minimum of three observations, 1 being a full class period
- Arrange the conference to follow each ADEPT observation
- Collect all the mid-semester conference discussion sheets, components of the unit work sample, and the three ADEPT observation forms by the coach teacher
- Complete the mid-term conference discussion sheet, the final evaluation summary sheet, and the ADEPT folder
- Ensure that all documents are completed properly, signed, and dated
V. Grading Procedures

Weekly Planning Calendar (5 points)
- Submitted as required
- Accurate for week

Lesson Plans (10 points)
Be aware of the following criteria as you develop plans:
- Thorough, organized, appropriate
- Include the following: subject, topic, objectives aligned with state standards, procedures, materials, observations
- Compatible with grade, level, content
- Address different learning styles and multicultural perspectives
- Accommodate students with special needs
- Vary class organization within block
- Use variety of teaching strategies and activities
- Cover material taught
- legible and free of grammatical errors
- Attachments to be included with each plan

Long-Range Plan (12 points)

ADEPT Observations (24 points)
You may receive up to 4 points per 6 observation sheets; points will be determined by the university supervisor.
Points will be calculated by domains passed:
6=4 points
5=3 points
4=2 points
3 or below=0 points

Please note that in order to pass EDSE 776B, a student must pass ADEPT at the final conference. Regardless of points earned, if a student does not pass ADEPT, he/she will fail the course. This is a minimum and mandatory requirement.

Unit Work Sample (15 points)
(Information to be Provided)

Mid-Semester Conference (10 points)
Points will be determined based upon student performance on the Mid-semester ADEPT Formal Evaluation Consensus Report.
33-34 “met”=10 points
31-32 “met” =9 points
29-30 “met” =8 points
26-28 “met” =7 points
25 or below “met” =0 points
Final Conference  
(10 points)  
Points will be determined based upon student performance on the Final ADEPT Formal Evaluation Consensus Report.  
33-34 “met” = 10 points  
31-32 “met” = 9 points  
29-30 “met” = 8 points  
26-28 “met” = 7 points  
25 or below “met” = 0 points  

Professionalism  
(9 points)  
Points will be earned based on the Reflections Paper (up to 6 points) and ratings on the Dispositions Chart (up to 3 points.)  

Field Experience Binder  
(5 points)  
You will receive 1 point per 5 sections of the binder. If any required component of the section is missing, you will not receive points per that section.  

Late Work  
Please be informed that the supervisory faculty in secondary English Education has adopted a policy regarding all late work. A letter grade penalty per assignment, per day late, has been established and will be enforced.  

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