Teaching Internship A in Middle or High School

I. Descriptive Information

Course Number and Title: EDSE 781- A Teaching Internship in Middle or High School- Science.
Catalog Description: Application of effective teaching techniques and organization of instructional settings for middle or 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 science in middle or high school.

II. Statement of Course Goals and Objectives

A. Goal: To provide an opportunity for middle or high school pre-service professional educators to examine in-depth the role and responsibilities of the 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 exceptionally, including English Language Learners.
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. Required Texts and Readings

ADEPT System Guidelines
Preservice Teacher Education Clinical Experiences Manual
IV. Academic Requirements of the Course

Project I: Short Range Planning Assignments

Short Range Planning Assignment:
1. The university observation/conference form will be used to evaluate your teaching at each of your two placement sites. Your coaching teacher at each site will conduct at least one formal evaluation of your teaching and your university supervisor will do the same.

2. Complete a formal lesson plan for each of the four (4) observed lessons (2 at each site). The lesson plan form you will use will be sent to you electronically and can be submitted to your supervisor electronically, as well.

3. Attach to the lesson planning sheet all the materials you used with your students during the lesson (handouts, tests, worksheets and the like). Do not include overheads, your notes, workbooks, etc.

4. Submit all four lesson plans to your university supervisor BEFORE you teach the classes.

Project II: Classroom Activity Reports (Weekly Time Sheets and summary reports).

Submit an email message to your university supervisor at the end of each week. The message should be approximately 1 page in length. The format is as follows:

Your Name
Your Site (School)
Your Coaching Teacher

Hours Observing for the Week
Hours Assisting for the Week
Hours Teaching for the Week

Cumulative Hours Observing
Cumulative Hours Assisting
Cumulative Hours Teaching

A short narrative should follow in which you detail those activities which were most significant to you during the week, things you have learned, questions you have, etc. with specific attention given to the assigned topic for that week as indicated below.

For week 1 at each placement, make general comments about your experience AND specifically address your observations about the demographics of your classroom. What is the demographic make-up of students? Be sure to identify and identify ELL students and learners with exceptionalities? How do the specific needs of learners impact instruction, lesson planning, etc. Is there a sense of appreciation for diversity within the school or classroom? How can you tell?
For week 2 at each placement, make general comments about your experience AND specifically address your observations about the **overall atmosphere in the classroom** and, if you've had the opportunity to observe this, in the school overall. How do students seem to respond to the teachers/administration, how did students/faculty/staff/administration respond to you being there, what efforts are made to establish a rapport with students?

For week 3 at each placement, make general comments about your experience AND specifically address your observations about **your coaching teacher’s classroom management style**. How does the coaching teacher handle non-instructional routines (bathroom passes, attendance, etc.)? How does the teacher handle disruptive students? Non-attentive students?

For week 4 at each placement, make general comments about your experience AND specifically address your observations about **assessments used in the classroom**. What types of assessments have you seen used? Include information about informal and formal assessments used, any important information about student performance on those assessment, student participation with regard to informal questioning (do the same students answer or does everyone get called on). How is assessment modified to assist ELL students or learners with exceptionalities?

For week 5 at each placement, make general comments about your overall experience for this week AND specifically address your observations about **your own experience in teaching at this site***. How did students respond to your lesson, how did you feel while teaching and how did you feel after you had taught the lesson? How comfortable were you with the content? What kinds of advice did your coaching teacher give?

For week 6 at each placement, make general comments about your experience AND specifically reflect on your overall experience at this placement site. Would you wish to work with this coaching teacher again? What are your overall impressions of the students? Would you like to be placed at this school again? Is the school a place you would consider working after you finish your graduate program? Be sure to be specific in your reasoning for your responses?

{*Use this topic during whichever week(s) you teach, it may not necessarily be during week 5.*}
V. Administrative Course Requirements (Policies Relating to Attendance, Late Assignments)

Students are expected to be present at each class session. A grade of F is assigned if the student is absent in excess of ten percent (10%) of the regularly scheduled class sessions. Any variation in this rule should be cleared with the instructor. Late assignments will NOT be accepted unless there are extenuating circumstances which you have discussed with your supervisor prior to the due date.

*Attendance and Punctuality (taken from the Clinical Experiences Manual)* - Teacher candidates are expected to be in attendance for every scheduled clinical experience, as well as any campus-based sessions that may be required for orientation or reflection. Consistent with the university’s attendance policy, students who miss more than 10% of the combined scheduled campus seminars and clinical experiences shall be subject to a grade penalty of one letter grade. This penalty shall be exacted whether the absence is excused or unexcused.

Recognizing that illness, a court summons, a death in the family, or other similar matters may necessitate a teacher candidate being absent from a clinical experience, certain procedures should be followed. As early as possible, but definitely prior to the start of the school day and/or scheduled school visit, the teacher candidate should call the school and notify the coaching teacher of the absence. In cases where the candidate is not able to speak directly with the coaching teacher, he/she should get the name of the school employee with whom the message was given. Additionally, teacher candidates should contact the appropriate USC supervisor or course instructor, including the name of the person with which the message was left, as well as the reason for and expected duration of the absence. Upon return from an absence, it is the teacher candidate’s responsibility to submit documentation supporting the need for the absence (e.g. a medical excuse, court summons, etc.)

Teacher punctuality is essential for student safety as it ensures that classrooms are covered with adult supervision. Likewise, the teacher candidate should arrive at his/her school site on time or even early and check in at the designated point. The committed candidate will allow ample travel time for parking, traffic delays, trains, and accidents. Should an unanticipated event prevent the teacher candidate from arriving on time at the school site, a call should be made to the site notifying the coaching teacher of the delay and expected arrival time.

As per Dr. Lotter, failure to meet attendance requirements may result in your failure of EDSE 781-A, which will prevent you from progressing to internship B.

Excessive tardiness to your placement may also result in your failure of EDSE 781-A.
VI. Evaluation and Grading

Lesson Plans (4@ 5 points each) 20% of grade
Lessons Observed (4@ 10 points each) 40% of grade
Weekly Timesheets with narratives 20% of grade
Professionalism (based on Dispositions form) 20% of grade

Letter grades will be assigned on the basis of total points earned in the course according to the following distribution:

Grade Total Points

A    93 - 100
B+   89 - 92
B    84 - 88
C+   80 - 83
C    75 - 79
D+   70 - 74
D    65 - 69
F    below 65

VII. Major Topics of the Course

1. Responsibilities and tasks of the professional educator in a classroom
2. Explanation of evaluation to be used
3. Preparation of short range plans
4. Making use of theories of research-based learning in the classroom

VIII. Overview of Internship and Internship Student Schedule

Introduction: The Secondary Education internships affords the pre-service 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 one 6-week placement in a high school and another 6-week placement in a high school or middle school. Each placement requires that the pre-service professional educator report to the school 7.5 to 10 hours per week, Monday through Friday for 1.5 to 2 hours each day.

For the fall semester 2009, interns should report to their first schools on August 24, 2009. The last day of the first placement will be October 2, 2009. A mid-semester conference will be conducted during the last week of your placement at the first site. The second site internship will begin on October 5, 2009 and end on November 17, 2009. Students are expected to devote the school district break time to their university studies. 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 coaching teacher will allow.
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 Coaching Teacher (weeks 1 and 2)

The first block of internship is focused on the goal of helping the pre-service professional educator become acquainted with the coaching 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 pre-service professional educator is expected to assist the coaching 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 the internship is focused on providing the pre-service 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 pre-service professional educator is expected to continue refining his/her planning and instructional development skills under the supervision of the coaching teacher. Additionally, the pre-service professional educator is expected to engage in a variety of other in-school placements as determined by the coaching teacher.
Phase 3: Implementing Planned Instruction (weeks 5 and 6)

The third block of internship is focused on engaging the pre-service professional educator in assumption of the instructional responsibilities of the coaching teacher. Suggested activities include:

1. Developing extended lesson and unit plans
2. Implementing whole-class instruction (for formal evaluation)
3. Assessing and evaluating student performance
4. Reflecting upon effectiveness of instruction and appropriate changes/adjustments

The USC pre-service professional educator is expected to plan, implement, and assess whole-class instruction under the supervision of the coaching teacher. This process should include opportunities for the pre-service professional educator to self-evaluate his/her general teaching performance in concert with the coaching 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 (7.5 hours at each site). It is expected that most interns will teach more than the minimum requirement depending on their placement and circumstances.

X. 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.

XI Classroom Observation Items
A. Classroom and Laboratory Instruction
   1. What the Teacher does to meet the needs of students with:
      a. Different cultural backgrounds
      b. Differing academic ability
      c. Physical and/or learning disabilities
   2. Performance of the behaviors identified on the ADEPT Sections 2 – 9.
   3. Physical facilities, materials and equipment regarding:
      a. Classroom
      b. Laboratory

B. Instructional Strategies
   Teachers’ use of the following in instruction:
   Technology, Inquiry, Lecture, Discussion, Demonstration, Recitation, Laboratory, Testing, Questionnaires, Lesson plans, unit plans, text materials, Closure.

C. Classroom Management
   a. Daily routines and procedures
   b. Disciplinary rules and regulations