EDSE Internship 781B
Science Teaching Internship in Middle or High School

I. Descriptive Information

- Course number and title: EDSE 781B Teaching Internship in Middle or High School.
- Catalog description: Application of effective teaching techniques and organization of instructional settings for middle or 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 middle or high school.

II. Statement of Course Objectives

1. Demonstrate accurate knowledge of science 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 a positive impact on student learning and achievement.
4. Demonstrate flexible but firm strategies of classroom management skills.
5. Demonstrate then use of more than three instructional techniques and organization size.
6. Demonstrate acceptable oral and written communication skills at an understandable level.
7. Utilize various methods of student assessment and evaluation.
8. Function in the school setting as demonstrated by punctuality, acceptance of responsibility, acceptance of required and extra duties, and cordiality.
9. Demonstrate an awareness of professional ethics and responsibilities.
10. Demonstrate an awareness of school law and educational policy.
11. Engage in activities that promote communication skills in the workplace.
12. Create a plan for career exploration in the classroom.
13. Demonstrate effective methods of mediation and conflict resolution.
14. Use classroom inquiry and research methodology as part of the assessment process.
15. 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. Academic Course Requirements

Secondary student teachers are required to demonstrate satisfactory performance in the following:

1. Preparation of course and lesson plans.
2. Knowledge of subject matter and research in the teaching field.
3. Positive impact on student learning
4. Organizational skills.
5. Awareness of various ability levels and diverse cultural backgrounds of students.
6. Appropriate strategies of classroom management and discipline.
7. Appropriate research-based teaching methodology.
8. Understandable levels of communication.
9. Various methods of evaluation and assessment to meet needs of diverse learners.
10. Attention to the needs of individual students, specifically English Language Learners and learners with exceptionalities.
11. All aspects of professional behavior including a positive attitude, punctuality, appropriate dress, acceptance of responsibility, completion of required and extra duties, an attitude of cooperation and a sense of humor.

In addition, the student teacher must turn in ADEPT requirements 1, 2, 3 and 10 and weekly lesson plans to the University supervisor. An expected minimum of 150 teaching hours or more is required as well as teaching a full load for a minimum of 10 days. During the course of the semester, secondary student teachers are expected to demonstrate extensive knowledge and reading of subject matter in the content field as well as thorough preparation of lesson plans on a consistent basis. Attendance by the student teacher at extra curricula district or school functions which are generally required of coaching teachers is encouraged (if they do not interfere with student teaching seminar). Student teachers are expected to perform any of the normal duties or activities of the coaching teacher during the typical school day.

V. Administrative Course Requirements

You are required by USC and the State Department of Education to teach a minimum of 12 weeks or sixty days. During that time frame you are required to teach a minimum of 150 hours. Failure to meet these minimum time requirements will result in a failing grade for directed teaching. The 150 hours is the minimum. Do not assume or get the impression that you are finished teaching after 150 hours. THERE IS NO MAXIMUM NUMBER OF HOURS. If you have any questions about teaching hours during your directed teaching experience, contact your university supervisor.

Follow the school work and holiday schedule, not the university schedule. As a student teacher, you are required to follow your coaching teacher's schedule and to attend all functions (faculty meetings, open house, parent conferences, field trips, etc.) which are a part of coaching teacher's responsibility. You are not required to participate in any activity for which your coaching teacher is paid a supplement. At the beginning of the semester, provide your university supervisor with your school's bell schedule and your coaching teacher's class schedule including room(s).

If you are going to be absent from school, contact your coaching teacher and your university supervisor prior to the start of the school day. If you are scheduled to teach that day, you are responsible for getting your teaching plan(s) to your coaching teacher prior to the start of the school day.

You are required to give your coaching teacher a copy of all quizzes and tests in finished form at least one day prior to their scheduled use or by the time period specified by your coaching teacher.
The school or your coaching teacher may ask you to develop and submit lesson plans in addition to what is required by the university. It is part of your responsibility as a student teacher to comply with these requests.

All weekly time sheets and lesson plan sheets are to be turned in electronically by e-mail or at the weekly seminar. Please let the university supervisor know of any major changes that are made in the weekly teaching schedule. Your university supervisor will verify the accuracy of your time sheets with your coaching teacher.

If you or your coaching teacher(s) have any problems with your placement that cannot be resolved at the school level or if any extraordinary changes in normal procedures are under consideration, please contact the university supervisor immediately. **Failure to meet any one of the following requirements will result in a grade of F in the B Internship:**

- Participation for 12 weeks or 60 full days in the internship
- Teaching independently for a minimum of 10 full days in one placement/setting
- Assessed as “Competent” through ADEPT.

**Attendance each school day is mandatory.**

Incomplete grades are assigned only when extenuating circumstances preclude completion of required work. A grade of C or better must be earned by the student in order to be recommended for certification. Late assignments will carry a 10% per day penalty. While in the 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.

Summary of Requirements:

- Info Sheet Template by **January 20**
- Teaching Schedule by **January 29**
- The first draft of Long Range Plan (LRP) on or before **February 19**
- Midterm 3-way Conference **March 1-5**
- Final version of LRP **March 12**
- Unit Work Sample by **April 2**
- APS10 self report on **April 23**
- Final 3-Way Conference **April 19-23**
- Final Time Sheets by **April 30** (Note: Mail this, as signatures required!)
- Reflection on Teaching on **April 30**

It may be useful to keep a binder of your field experiences. You can make a section for timesheets, lesson plans, unit work sample, long range plan, observation logs, formal ADEPT evaluations and forms.

**VI. Evaluation and Grading**

Grades are determined by the following:

1. Successful completion of evaluation mandated by law with an average of minimum competency or better.
2. Satisfactory performance of objective and course requirements as indicated by the coaching teacher's evaluation.
3. Satisfactory performance of objective and course requirements as indicated by the University supervisor's evaluation of teaching.
4. Demonstration of acceptable classroom management and discipline skills.
5. Submission of satisfactory lesson plans and unit work sample to University supervisor.
6. Demonstration of knowledge of content area.
7. Demonstration of research methodology into classroom experiences.
8. Demonstration of professional attitude.

- Long and Short Range Plans... 15% of grade.
- Instructional tasks and activities... 30% of grade
- Observation Lessons... 30% of grade
- Unit Work Sample...15%
- Professionalism... 5% of grade
- Formal reflection (TT3)...5% of grade

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
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<tr>
<td>B+</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B</td>
<td>85 - 89</td>
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<tr>
<td>C+</td>
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<td>70 - 74</td>
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<tr>
<td>D</td>
<td>65 - 69</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
</tr>
</tbody>
</table>

NOTE: A grade of F will be submitted if the intern does not meet the requirement of 60 days participation, does not teach independently for a minimum of 10 days in one placement/setting, or is not assessed as "Competent" through ADEPT.

VII. Observation Schedule

You will be observed in the classroom no less than four (4) times. The first visit will occur within the first five days of student teaching. The purpose of this visit is to meet your coaching teacher, view your teaching environment and to answer any questions you or your coaching teacher may have about the student teaching experience. The remaining three or more visits will consist of formal observations of your teaching using the Post-Observation Conference Record form. A conference will follow each observation. Your coaching teacher will observe you a minimum of three (3) times using the same form and procedures.
You are required to turn in a draft of APS 1, 2, 3 and 10 no later than the end of the fourth week.

The mid-term will take place no later than the end of the seventh week. All ADEPT APS's will be a part of this conference. Before your mid-term conference, you will be observed at least twice by your University Supervisor and at least once by your coaching teacher (using the ADEPT observation form).

A Final conference will be conducted. The final conference will take place no later than the end twelfth week. All ADEPT APS's will be a part of this conference.

VII. Overall teaching and professional expectations

As a professional, the intern should demonstrate

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- 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

To demonstrate good teaching and planning throughout internship B, you must

- Create and implement lesson plans that are thorough, reflective of best practices in Science 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 English Language Learners and 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
- 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