I. COURSE DESCRIPTION
EDCI 5393 Internship I and Seminar for the Internship Teacher
This course is a supervised classroom teaching field experience and seminar designed to assist the not fully certified teacher with the application of various aspects of planning for teaching. Enrollment is limited to graduate students seeking initial teacher certification. Interns must be enrolled in EDCI 5306 or completed EDCI 5306.

II. RATIONALE (GOALS)
The purpose of this course is to support not fully certified teachers at the beginning of their teaching career. This internship may be substituted for three hours of student teaching in order for a beginning teacher to earn an income in a teaching position while fulfilling certification requirements. This course is designed to retain beginning teachers in the profession of education.

III. STATE ADOPTED PROFICIENCIES
1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identified needs; and plans, implements, and assesses instruction using technology and other resources.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES
Domain I-Designing Instruction and Assessment to Promote Student Learning Competency 002 – The teacher understands student diversity and knows
how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.

Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Competency 004 – The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II-Creating a Positive, Productive Classroom Environment

Competency 005 – The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

Competency 006 – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III-Implementing Effective, Responsive Instruction and Assessment

Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process.

Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010 – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV-Fulfilling Professional Roles and Responsibilities

Competency 011 – The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 012 – The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

V. TExES Competencies

The beginning teacher will:

• incorporate instructional strategies through providing opportunities for students to participate actively and successfully by:
  • varying activities
  • interacting with students in different formats, when appropriate
  • soliciting participation
  • extending student responses
• providing appropriate wait time
• implementing the lesson at an appropriate level of difficulty
• using higher level questioning

(TExES I.001, I.004, II.008; Proficiencies I.1, II.3, II.4, II.5, IV.2)

• evaluate and provide feedback on student progress during instruction through:
  • communicating learning expectations
  • monitoring students’ performances as they engage in learning
  • reinforcing correct responses/performances
  • providing corrective feedback or clarifying
  • reteaching using a different strategy, as appropriate

(TExES I.001, I.002, I.003, I.004, II.010; Proficiency II.3)

• maximize the amount of time available for instruction by:
  • beginning promptly/avoiding wasted time at the end of the instructional period
  • implementing appropriate sequence of activities
  • maintaining appropriate pace
  • maintaining focus
  • keeping students engaged

(TExES I.003, I.004, III.008; Proficiency II.3)

• managing student behavior by:
  • specifying expectations for class behavior
  • applying rules consistently and fairly

(TExES II.005, II.006; Proficiency II.1)

• present subject matter to teach for cognitive, affective, and/or psychomotor learning by:
  • beginning instruction/activity with an appropriate introduction
  • presenting information in an appropriate sequence
  • relating content to prior or future learning
  • providing for definitions of concepts and description of skills and/or attitudes and interests
  • providing elaboration of critical attributes of concepts, skills, and/or attitudes and interests
  • stressing the generalization, the principle, the rules as a relationship between or among concepts, skills, or attitudes/interests
  • providing opportunities for application of knowledge learned
  • closing instruction through assessing students’ knowledge of the objective

(TExES I.001, I.002, I.003, I.004; Proficiencies I.1, I.2, II.4, II.5)
• use effective communication skills by:
  • making no significant errors in content
  • explaining content and/or learning tasks clearly
  • using correct grammar
  • using accurate language
  • demonstrating skill in written communication
  • using appropriate vocal delivery
  (TExES III.007; Proficiencies I.1, IV.2)

• create a learning environment by using strategies to motivate students to learn through:
  • relating content to student interests/experiences
  • challenging students by using higher level thinking/problem solving skills
  (TExES I.001, I.002, I.004; Proficiencies I.2, II.3, II.5, III.1)

• maintaining a supportive environment by:
  • avoiding sarcasm and negative criticism
  • establishing a climate of courtesy and respect
  • encouraging slow and reluctant students
  • establishing and maintaining a positive rapport with students
  (TExES I.001, I.002, II.005; Proficiencies I.2, II.2, III.1, IV.3)

• demonstrate enthusiasm for teaching by:
  • employing varied expressions
  • demonstrating varied voice intonation
  (TExES III.007; Proficiency II.5)

• exhibit improvement in instructional techniques during each observation
  (TExES IV.012; Proficiency IV.4)

• apply learning principles in the classroom
  (TExES III.008; Proficiency I.1)

• analyze and reflect upon teaching performance
  (TExES IV.013; Proficiency IV.4)

VI. STUDENT LEARNING OUTCOMES (OBJECTIVES)
The beginning teacher will:
• provide appropriate instruction that actively engages students in the learning process.
  (TExES III. 008; Proficiencies I.1, II.3, II.4, II.5, IV.2)
monitor student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.

(TexES III. 010; Proficiency II.3)

establish a classroom climate that fosters learning, equity, and excellence and use this knowledge to create a physical and emotional environment that is safe and productive.

(TexES II. 005; Proficiency II.3)

create an organized and productive learning environment and manage student behavior.

(TexES II. 006; Proficiency II.1, 3)

apply human developmental processes when planning instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.

(TexES I. 001; Proficiencies I.2, II.3, II.5, III.1)

design effective and coherent instruction and assessment based on appropriate learning goals and objectives.

(TexES I. 003; Proficiencies I.6, I.19)

exhibit improvement in instruction and classroom management techniques during each observation.

VI. COURSE TOPICS

Application of the following:
- Implementation of TEKS
  - learner-centered strategies
  - lesson planning
  - communication skills
  - student assessment
  - instruction evaluation
  - higher level questioning strategies
  - classroom management
  - first day of school activities
  - cooperative learning techniques
  - planning for a substitute
  - modifications for students with disabilities
  - technology integration
  - reflective teaching

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Traditional Experiences (lecture, discussion, demonstration, guest speaker)
B. Clinical Experiences (simulations, scenario development, cooperative groups, formal and informal presentations, role playing, peer sharing, journal writing, professional reading)
C. Field Experiences (field teaching, self-assessment, problem solving)
VIII. EVALUATION AND GRADE ASSIGNMENT

A. The methods of evaluation and the criteria for grade assignment are: Course Requirements

Students must be employed as the “teacher of record” for the duration of the semester. Turn the * items into your mentor. The others go to your professor.

B. Methods and Percentage of Final Course Grade Each Assessment Constitutes

1. *Record entries in a journal once weekly for 14 weeks (10 points per week throughout the semester. The journal must be available for the university mentor at each observation. 140 points

2. Submit your discipline plan. A poster of the plan will be displayed prominently in your classroom. Secondary traveling teachers will give a copy of the discipline plan to students to keep in their notebooks. Place a copy in your documentation folder and your substitute folder. 75 points

3. Develop a homework policy. 75 points

4. *Construct a folder for your substitute. 60 points

5. Observe an experienced teacher in your grade/subject and submit a one-page reflection on the experience. 60 points

6. *Submit 3 lesson plans to your university mentor prior to each observation. 100 points each = 300 points

7. Submit an example of a correspondence with parents (i.e., newsletter, note of concern, brief description of topics/activities in which students will participate). 50 points

8. Develop and present a cooperative learning activity. The presentation will last no more than 15 minutes. 54 points

9. *Submit an audiotape and self-critique of a lesson you taught. This lesson will be audiotaped between the first observation and the second observation. 50 points

10. *Be observed a minimum of three times during the semester:

   - First observation is formative No points
   - Second observation using PDAS format 93 points
   - Third observation using PDAS format 93 points

11. * Submit a videotape and self-critique of the third observation. Get parent permission prior to videotaping students. 50 points

12. Submit 4 reflection papers on classroom textbook readings. Part of the reflection will be how and when you will implement at least one idea in your classroom 50 points per paper = 200

Grades are based on the successful completion of one classroom observation by university faculty and the percentage of points earned from assigned projects. Upon the successful completion of one classroom observation, grades are determined by points earned. (Successful completion of a classroom observation is a score of proficient on the PDAS document.)
C. Grading Scale
   A = 1300-1170 points  C = 1039-909
   B = 1169-1040 points  F = Below 908

Course Schedule and Policies

The * indicates the dates that EDCI 5394 students will attend class.

*January 23
   Welcome and Introductions
   Review of Syllabi and Textbook
   Ginger Harris – Sharing good information for beginning teachers
   Fill out Student Profile Sheets

**Homework:** For 5393 only – Look over the first 5 Sections and find something you need that will help you begin your school year. Take notes on what and when you will do it and be ready to discuss your notes/ideas in class. This is not a formal paper to turn in.

For 5394 only-Read Section 6 write a reflection of one to 2 pages about the section. Include one thing you learned from this section and when and how you will implement it in your classroom.

January 30
   Topic: First Days of School
   The students will report on their reflections. The professor will discuss different methods of Beginning the School year in a positive manner. Class discussion will follow

**Homework:** -Read Section 6. Write a reflection of one to 2 pages about the section. Include one thing you learned from this section and when and how you will implement it in your classroom.

*February 6
   Topic: Connect with Your Students
   **Due:** Formal Reflection Paper # 1
   The students will share their reflection papers and will turn them in after a class discussion. Lecture on classroom management.

**Homework:** For 5393 only. – Read Section 14 and find something you need that will help you begin your school year. Take notes on what and when you will do it and be ready to discuss your notes/ideas in class. This is not a formal paper to turn in.

February 13
   Topic: Classroom Management
   Students will share issues that are happening in their classroom and the class will discuss ways to help. Discussion also on Section 14 – Manage Your classroom Through Early Intervention.

**Homework:** Read Section 7 and find something you need that will help you begin your school year. Take notes on what and when you will do it and be ready to discuss your notes/ideas in class. This is not a formal paper to turn in.
February 20
Topic: Lesson Planning
   Lecture: Lesson Planning followed by class discussion. 2nd semester interns will share their knowledge with 1st semester interns.
   Homework: For 5394 only: Complete the first section of the Case Study.
For 5393 only: Bring one of your lesson plans to class next week.

February 27
   Topic: Lesson Planning
   The students will share their lesson plans and critique each other as to the lesson itself. Class discussion will follow.

*March 7
   Topic: Deliver Effective Instruction
   Lecture on Effective Instruction including Blooms, Learning styles, ect.
   Class discussion and sharing will follow.
   Homework: For 5394 and 5394: Due Oct. 17 Read Section 8 in textbook.
   Write a reflection of one to 2 pages about the section. Include one thing you learned from this section and when and how you will implement it in your classroom.

March 14
   Topic: Classroom Management and how lesson plans and lesson delivery effect classroom management.
   Lecture and class discussion on the topic.

March 21
   Due: Formal Reflection Paper #2
   Topic: Deliver Effective Instruction
   Lecture on classroom teaching strategies and sharing of strategies that each person has used or seen used in the classroom.
   Homework: For 5393 and 5394: Due Oct. 31 Read Section 9 in textbook. Write a reflection of one to 2 pages about the section. Include one thing you learned from this section and when and how you will implement it in your classroom.

March 28
   Topic: Communication with Parents
   Lecture on parental communication followed by class discussion and role play.

April 4
   Due: Reflection Paper #3. Send it to Dr. Kelly via email at linda.kelly@tamucc.edu. No class tonight.

*November 7
Topic: Assessment of Students
Lecture on Student Assessment followed by class discussion regarding Reflection

**Homework:** For 5393 and 5394: Due Oct. 31 Read Section 10 in textbook. Write a reflection of one to 2 pages about the section. Include one thing you learned from this section and when and how you will implement it in your classroom.

April 11
Topic: Cooperative Learning
Lecture and demonstration regarding cooperative learning. Students will participate in the demonstration. Class discussion will follow.

*April 18
Topic: Motivation
**Due:** Formal Reflection Paper #4 Send it to Dr. Kelly via email at linda.kelly@tamucc.edu. No class tonight.

*April 25
Topic: Motivation
Lecture on motivation. Students will share their formal reflection papers and class discussion will follow.

May 2
Final

Class Policies
A. **Attendance**
   Attendance is required at each class meeting. If an emergency arises, the student should notify the instructor immediately. The student is responsible for the content, materials, and announcements made in class if absent.
   
   **Beginning with the second absence, 50 points per absence will be deducted from the final grade, 25 points for mentoring and 25 points for the seminar.** Ten points will be deducted from the final grade every time a student is late to class or leaves early.

B. **Late assignments**
   All assignments are due **no later** than the dates indicated on the tentative course schedule or as announced in class. Fifty percent of the total assignment grade per will be deducted for each late assignment.

C. **Rescheduling observations**
   If an observation must be rescheduled due to illness, emergency, or a change in schedule, **call your university mentor IMMEDIATELY** and reschedule the observation as soon as possible.

D. **Cellular phones and pagers**
   Please turn off cellular phones and pagers during class. They may be used in the quiet mode for emergencies only.

E. Children of students will not be allowed in the classroom.
F. Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in lowering the final grade.

XII. TEXTBOOK
The textbook adopted for this course are:
Thompson, Julia G. (202). First-Year Teacher's Survival Kit: Second Edition

XIII. BIBLIOGRAPHY
The knowledge bases that support course content and procedures include:


Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

*Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.