EDCI 5394 INTERNSHIP II AND SEMINAR FOR THE INTERN TEACHER

I. COURSE DESCRIPTION
This course is a supervised classroom teaching field experience and seminar designed to assist the currently teaching non-certified teacher with the application of classroom management techniques, and enhance existing teaching skills. Teachers must be teaching as the “Teacher of Record” at least 50% of the time in their area of certification. Enrollment is limited to graduate students seeking initial teacher certification. Prerequisite: EDCI 5393 and EDCI 5306. Interns must be enrolled in EDCI 5307 or have completed EDCI 5307.

II. RATIONALE (GOALS)
The purpose of this course is to support non-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 and support 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 COMPENTENCIES**

**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.

V. **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. TAC&228.30(b): 17 SUBJECT MATTER CURRICULAR TOPICS
• Reading Instruction
• Code of Ethics and Standard Practices
• Child Development
• Motivation
• Learning Theories
• TEKS Organization, Structure & Skills
• TEKS in the Content Areas
• State Assessment of Students
• Curriculum Development and Lesson Planning
• Classroom Assessment
• Classroom Management
• Special Populations
• Parent Conferences/Communication
• Instructional Technology
• Pedagogy/Instructional Strategies
• Differentiated Instruction
• Certification Test Preparation

VII. COURSE TOPICS
Application of the following:
• Implementation of TEKS
• classroom management
• motivation
VII. INSTRUCTIONAL METHODS AND ACTIVITIES
This course will be conducted in a seminar format, including lecture, discussion, demonstration, and peer sharing. Clinical experiences will include simulations, cooperative groups, formal and informal presentations, guest presenters, computer laboratory, and professional reading. Field experiences will include documenting classroom observations, self-assessment and problem solving, implementation of class projects. Class will meet every other week as specified in the course schedule. University mentors will visit individually with beginning teachers.

VII. MAJOR COURSE REQUIREMENTS
1. The student must be employed as the “teacher of record” for the duration of the semester.
2. 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
3. Complete a Case Study of one child in your classroom who has discipline issues and is not doing well in your class. 300 points
4. Be observed a minimum of two times during the semester:
   □ First observation 93 points
   □ Second observation 93 points
5. Write a reflection of your year in the classroom. 50 points

VIII. EVALUATION AND GRADE ASSIGNMENT
The methods of evaluation and the criteria for grade assignments are:
A. Methods and Points of Final Course Grade Each Assessment Constitutes:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>POINTS</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Case Study</td>
<td>300</td>
<td>Complete paper:</td>
</tr>
<tr>
<td>2. Reflections of text readings</td>
<td>200</td>
<td>4 readings – 50 pts. each</td>
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<tr>
<td>3. WebQuest</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>4. Journals (Due to mentors)</td>
<td>140</td>
<td>14 entries - 1 weekly 10 pt. each</td>
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<tr>
<td>4. Lesson Plan (1 for each observation)</td>
<td>200</td>
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</tr>
<tr>
<td>6. Classroom Observation by University Mentor (93 points each)</td>
<td>186</td>
<td>Two scheduled by mentor and student</td>
</tr>
<tr>
<td>7. Reflection of 1st year (due to mentor)</td>
<td>50</td>
<td>December 5</td>
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<tr>
<td>TOTAL POINTS</td>
<td>1126</td>
<td></td>
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</tbody>
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B. Grading Scale:
   A = 1013-1126        C = 786-898
   B = 1012-899         F = Below 786
C. In order to receive credit for the class, one observation by the university mentor must be at the proficient level.

IX. COURSE SCHEDULE

January 23
   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 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.

March 7
   Topic: Deliver Effective Instruction
   Lecture on Effective Instruction including Blooms, Learning styles, etc. 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 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
Due: Reflection Paper #3. Send it to Dr. Kelly via email at linda.kelly@tamucc.edu. No class tonight.

April 12
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 26
Topic: Motivation
Due: Formal Reflection Paper #4 Send it to Dr. Kelly via email at linda.kelly@tamucc.edu. No class tonight.

May 3
Topic: Motivation
Lecture on motivation. Students will share their formal reflection papers and class discussion will follow.

May 10
Final

X. COURSE 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. **Certification requirements**
   1. **TExES**
      Rose Zuniga, FC 201, 825-3074 for information.
   2. **Certification**
      Contact Scott Simmons, Certification Officer, FC 201C, 825-2433 for information.

G. **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.

XI. **TEXTBOOK**

XII. **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](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.
Teachers can learn more effectively when actively involved in the learning process. The case study approach is one way in which such active learning strategies can be implemented. A case study deals with real-world issues, which face teachers. A case study can be used to:

- Allow the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice.
- Encourage active learning.
- Provide an opportunity for the development of key skills such as communication and problem solving.
- Increases the teacher’s enjoyment of learning about the topic and hence the desire to learn.

Objective: The teacher will implement techniques to solve a discipline problem in his/her individual classroom.

Description: The teacher will pick one student in his/her classroom who the teacher considers a “discipline” problem. The teacher will develop a plan to help this student improve. The plan will include the components indicated below and will be monitored and documented throughout the semester. The teacher will submit a write-up of the case study on the date indicated on the course syllabus. The case study is worth 100 points.

**Components of the Case Study**

Name of student
Grade level of student
Demographic information about student (i.e., age, gender, ethnicity, number of siblings, who living with, etc.)
Student’s instructional level
Student’s primary language
Is the student on free/reduced lunch?
Has the student been retained?
Does the student have special needs? (I.e., Special Education, ADHD, physical disability, etc.)
What did you do to become familiar with what the student knows and is able to do?(I.e., interest inventory, standardized tests, permanent records, IEP’s, etc.)
What did you do to become personally familiar with the student? (I.e., inventories, Journals, extracurricular activities, etc.)
What else is important to you to know about the background of the student? Why is this important?
What resource persons are available to you to help with this student?
What resource persons are available to the student for help?
Has the student taken and passed the TAKS test? List grade level, subjects and scores.
What goals do you have for this student related to behavior improvement?
What strategy will you begin to implement to help the student improve? Explain your rationale for selecting this strategy.
How and when will you explain the selected strategy to the student?
How will you monitor the plan?
How will you assess the success or lack of success of the plan?
How will you communicate the plan to the student’s parents/guardians?