Texas A&M University - Corpus Christi
College of Education
EDCI 5393 Internship I and Seminar for the Internship Teacher
Fall 2013

Course Number and Section: EDCI 5393.001
Instructor: Linda Kelly ED.D
Time and Place: On-line
Office: Faculty Center #233
Fall 2013
Office Hrs. Wed. 1:00-4:00
Thurs. 11:00-2:00 or by appointment
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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 (GOALSs)
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 six
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
  • 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
  • reflective teaching

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
A. On-line: power points, readings from textbooks, discussion groups, videos
B. Clinical Experiences: peer sharing, journal writing, professional reading
C. Field Experiences: field teaching, self-assessment, problem solving
VIII. EVALUATION AND GRADE ASSIGNMENT

The methods of evaluation and the criteria for grade assignment are:

A. Course Requirements
   Students must be employed as the “teacher of record” for the duration of the semester.

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

1. *Record entries in a journal once weekly for 12 weeks (10 points per week throughout the semester. The journal must be available for the university mentor at each observation.  **120 points**
2. Post at least 3 comments in the Discussion Board every 2 weeks. The comments will be based on the required readings from the textbook. 5 points per comment for a total of **105 points**.
3. Submit your discipline plan via Blackboard to the professor. 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 substitute folder. **50 points**
4. Develop a homework policy and submit it to your professor via Blackboard. **50 points**
5. *Construct a folder for your substitute and have it available for your mentor to grade during your second observation. **50 points**
6. Observe an experienced teacher in your grade/subject and submit, to your professor via Blackboard, a one-page reflection on the experience. **50 points**
7. *Submit a lesson plan to your university mentor at each observation. 50 points each for a total of **150 points**
8. Submit an example of a correspondence with parents (i.e., newsletter, note of concern, brief description of topics/activities in which students will participate) to your professor via Blackboard. **50 points**
9. Develop and present a cooperative learning activity. The activity will be done with your students during the last observation. **50 points**
10. *Submit an audiotape and self-critique of a lesson you taught. This lesson will be audiotaped during the second observation. Submit the self-critique no later than one week after the observation. **50 points**
11. *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**
12. *Submit a videotape and self-critique of the third observation. Get parent permission prior to videotaping students. Submit the self-critique to your mentor no later than one week after the third observation. **50 points**
13. *Submit a reflection of the semester with your class to your mentor no later than the last week of class. **39 points**
Grades are based on the successful completion of at least one classroom observation by university faculty and the number 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 = 900-1000
B = 800-899 points  F = Below 699
C = 700-799 points

Course Schedule and Policies

Sept. 4
Topic: Implementation of TEKS and Classroom Organization
See the “Class Content” area in Blackboard for activities and assignments

September 18
Topic: Connect With Students
See the “Class Content” area in Blackboard for activities and assignments

October 2
Topic: Parent Involvement and Be a Team Player
See the “Class Content” area in Blackboard for activities and assignments

October 16
Topic: Professionalism and Special Education
See the “Class Content” area in Blackboard for activities and assignments

October 30
Topic: Lesson Planning
See the “Class Content” area in Blackboard for activities and assignments

November 6
Topic: Lesson Delivery
See the “Class Content” area in Blackboard for activities and assignments

November 20
Topic: Motivation
See the “Class Content” area in Blackboard for activities and assignments

December 4
Topic: Reflective Teaching
See the “Class Content” area in Blackboard for activities and assignments
Class Information

A. Attendance
Attendance is judged by responses in the Discussion Forum and Journal entries. If an emergency arises, the student should notify the professor and/or mentor immediately. The student is responsible for the content, materials, and announcements made in Blackboard.

B. Late assignments
All assignments are due no later than the dates indicated in Blackboard. Fifty percent of the total assignment grade 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.

IX. TEXTBOOK
The textbook adopted for this course are:

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

XII. 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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

XIII. 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 an “F” in the course.
XIV. Students Needing Veterans Assistance:

Students needing assistance with the transition from military to academic life or with appropriate veteran’s benefits should contact the Veterans Affairs Office in Cubicle 101 of the Student Services Center or call them at 361-825-2331 or e-mail them.

XV. Dropping a Class:

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 2, 2012 is the last day to drop a class with an automatic grade of “W” this term.

XVI. Course Expectations

1. Students are expected to engage as co-participants in this course working closely and consistently with professor and student colleagues.
2. Students are expected to show human concern for each of those with whom they work and study, while presenting a positive attitude and professional demeanor.
3. Students are expected to engage respectfully in an on-line classroom environment, creating and maintaining a safe place in which ideas can be explored, shared, and evaluated.
4. Students are expected to submit work that meets the academic honesty standards of Texas A&M-Corpus Christi.
5. Students are expected to submit assignments on time and that time is designated in Blackboard.
6. Students are expected to respect the rights and dignity of each member of the on-line community.
7. Students are expected to contact the instructor and/or mentor with questions, concerns, or issues that need to be addressed.
## Online Discussion Forum Rubric

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<th></th>
<th>Superior (3)</th>
<th>Average (2)</th>
<th>Poor (1)</th>
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<tbody>
<tr>
<td><strong>Analysis / Interpretation</strong></td>
<td>The message uses historical sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.</td>
<td>Some messages do analysis or interpretation well, but a significant number do not. This might either be because the analysis was not done well, or because it was not attempted (that is, was simply opinion or hearsay).</td>
<td>Messages generally show little evidence of historical analysis, consisting instead of opinion and feelings and impressions.</td>
</tr>
<tr>
<td><strong>Scholarly Dialogue</strong></td>
<td>All sources are cited. Argumentation is from the evidence. No <em>ad hominem</em> arguments.</td>
<td>Citations are sometimes missing, are incorrect, or are from a poor source (e.g., a K12 internet site or an encyclopedia).</td>
<td>Messages regularly lack any sort of citation. Arguments are from opinion, not from evidence.</td>
</tr>
<tr>
<td><strong>Connections to Professional Practice</strong></td>
<td>Discussion postings provide evidence of strong reflective thought pertaining to personal perspectives and how the module's learning objectives relate to professional development.</td>
<td>Discussion postings provide evidence of some reflective thought pertaining to personal perspectives and professional development.</td>
<td>Discussion postings provide little or no evidence of reflective thought pertaining to personal perspectives and professional development.</td>
</tr>
<tr>
<td><strong>Participation in the Learning Community</strong></td>
<td>Messages contribute to ongoing conversations, as replies to questions or comments, or as new questions or comments. Messages that originate a thread usually generate responses. Student does not start a topic or pose a question and then abandon it.</td>
<td>Some messages contribute to ongoing conversations, but others are disconnected. If the student starts a new thread, sometimes there is follow-up but sometimes there isn't. Student tries to further the class discussion but is not successful a significant number of times. Or, student posts a significant (though still a minority) number of messages that are off-the-cuff and do not contribute substantively.</td>
<td>Messages are unconnected with what others are saying, as if there is no conversation. No replies to other messages. Student never answers someone else's question. When student asks a question, there's no acknowledgment to any responses.</td>
</tr>
<tr>
<td><strong>Writing Skill</strong></td>
<td>Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, and correct grammar. Writing style can still be conversational rather than formal. The writing does not have to be flawless, but it will be better than average writing.</td>
<td>Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.</td>
<td>Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.</td>
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