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 EDUC 5307 or have completed EDUC 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
• professionalism
• diversity in the classroom
• evaluation of student progress
• technology integration
• how children learn

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
This course will be conducted on-line and will include reading, discussion, demonstration, and peer sharing. Clinical experiences will include simulations, cooperative groups, formal and informal presentations, and professional reading. Field experiences will include documenting classroom observations, self-assessment and problem solving, implementation of class projects. 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 12 weeks (10 points per week) during the semester. The journal must be sent to the university mentor each week via email.
3. Complete a project based on the new textbook.
4. Read four sections in the text and write a one to two page reflection of each section.
5. Explore a WebQuest site, choose sites that are appropriate for your class, and discuss each site in written form.
6. Write a comprehensive lesson plan for each of the two observations done by your mentor this semester. (90 points each)
7. Be observed a minimum of two times during the semester:
   □ First observation 93 points
   □ Second observation 93 points
8. 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*
   Contributes: Total Points = 1086
   1. Project – 300 points – Groups, oral and written
   2. Reflections of text readings – 4 reflections at 50 points each = 200 points – Reading, writing
   3. Webquest – 50 points – computer work and writing
   4. Journals – 10 entries at 10 points each = 120 points – writing (Send to Mentor)
   5. Classroom observations – 2 at 93 points each = 186 points (Observations completed by Mentor)
   6. Lesson plans – 2 lesson plans at 45 points per plan = 90 points
   7. Reflection of your first year teaching – 50 points (Send to Mentor)
B. Grading Scale:
   A = 1086-978       C = 868-758
   B = 977-869        F = Below 758

C. In order to receive credit for the class, one observation by the university mentor must be at the proficient level.

IX. COURSE SCHEDULE
   The course schedule is posted on Blackboard, our on-line course provider.

X. COURSE POLICIES

   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.

   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.

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.

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

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.

XI. TEXTBOOK

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