I. COURSE DESCRIPTION
EDUC 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 EDUC 5306 or have previously completed EDUC 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 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 (On-line discussion, reading from textbooks, videos.)
B. Clinical Experiences (simulations, scenario development, cooperative groups, peer sharing, journal writing, professional reading)
C. Field Experiences (self-assessment, problem solving)

VIII. EVALUATION AND GRADE ASSIGNMENT
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. Your written work, except the substitute folder, will be turned in via Blackboard. Your university field supervisor will grade the substitute folder during the second observation.

1. Submit a minimum of 10 journal reflections following the format provided on Bb (20 points each) for 200 points.

2. Develop a Discipline policy. 50 points

3. Construct a folder for your substitute. 50 points

4. 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

5. Submit 3 lesson plans to your university field supervisor prior to each preconference and observation. 50 points each = 150 points

6. Be observed formally a minimum of three times during the semester:
   • First observation 50 points
Second observation **100 points**
Third observation **200 points**

7. Submit 3 lesson reflections to your university field supervisor after each observation to be discussed during your post-conference. **50 points each = 150 points**

**Grading Scale**
- **A** = 1000-900
- **B** = 899-800
- **C** = 799-600
- **F** = Below 698

XII. **TEXTBOOK**

The textbook adopted for this course are: NA

XIII. **BIBLIOGRAPHY**

The knowledge bases that support course content and procedures include:
Course Policies

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 failure. See website http://judicialaffairs.tamucc.edu/.

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. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**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://advising.tamucc.edu/grade_appeals.html](http://advising.tamucc.edu/grade_appeals.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 CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).
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.

*Required by SACS*