

School of Education and Human Sciences

*Developer of Human Potential: Educating of the Head, the Heart and the Hands*

Course Number: EDU 597 A/B

Course Title: Internship I

Academic Term: Fall 2014

Days / Times of Meeting: TBA

Place of Meeting:

Office Location:

Office Hours:

Professor:

Office Telephone:

E-mail:

**Course Description:** Observation, participation and teaching under the guidance of a qualified supervising teacher in the school setting. Seminars on campus, journal writing and conferences with the supervising teacher and college coordinator stress reflection on the teaching experience. Initial Certification only. *PR Approval for internship. CR: EDU 505 in fall.*

**Textbooks:** No required textbook. Candidate must choose a book to best assist their content area internship.

- *edTPA Making Good Choices; A support Guide for edTPA Candidates* (download) • *edTPA Assessment Handbook* for your content area (download)
- Join **Student Teaching Group** on VikingWeb

**Supplemental readings:**

Markham, T. (2007, 2012, Kindle). *Project based learning design and coaching guidelines*. San Rafeal, CA: HeartIQ Press.

DOE – Common Core Georgia Performance Standards

<https://www.georgiastandards.org/Georgia-Standards/Pages/default.aspx>

Problem-Based Learning <http://www.cotf.edu/ete/teacher/teacherout.html> Edutopia

<http://www.edutopia.org/>

<http://www.edutopia.org/blog/project-based-learning-getting-started-basics-andrew-miller>

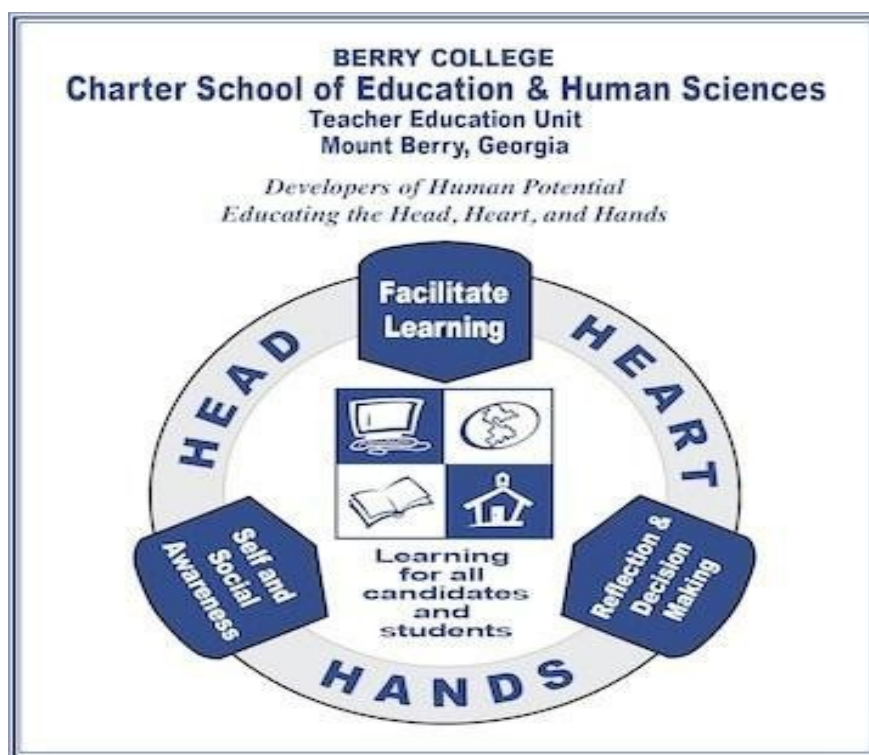
Buck Institute for Education: Project Based Learning for the 21<sup>st</sup> Century <http://www.bie.org/>

Understanding by Design <http://udlcenter.org>

Education Leadership, ASCD Smart Briefs, ASCD EdBlog

**Purpose of the Course:** For the candidate with a provisional/conditional teaching contract in a K-12 school setting, this course involves observation, participation and teaching of one's content area under the guidance and supervision of a qualified mentor and college supervisor. This year-long experience requires seminars on campus, critical analysis of one's teaching and students' learning, journal writing and conferences with the mentor, college supervisor and internship coordinator. Curriculum design, effective teaching, classroom management and learning community collaboration are evidenced through teacher education and graduate education program principles in an internship portfolio (edTPA).

### Teacher Education Conceptual Framework:



### Teacher Education Program Conceptual Framework

We believe that teachers are “**Developers of Human Potential.**” Like Martha Berry, we believe the role of excellent teachers is to help our candidates and the students they teach to reach their full potential by developing their **head, heart and hands**. Our philosophy and purposes are based on three dimensions to develop teachers and educational leaders who **1) Promote Reflection and Decision Making (head), 2) Facilitate Learning (hands), and (3) Enhance Self and Social Awareness (heart)**. Each of these dimensions is tied to one or more of the 10 program principles and is demonstrated by our candidates in the coursework, field and clinical experiences.

Our Conceptual Framework provides for a basis of coherence among all aspects of the teacher education curriculum, instruction, field experiences and assessments across the range of the candidates' programs. The framework is developed by and shared with our arts and science colleagues, our school-based partners and is consistent with the mission of Berry College and continuously evaluated.

<b>Candidate Learning Outcomes</b>	<b>TE Standards (InTASC, 2011)</b>	<b>Assessment Outcomes</b>
<p>Identify critical areas of pedagogical skills that they have worked to improve upon during the academic year as documented through <b>Intern Action Plan</b>.</p>	<p><b>6. Assessment</b> - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><b>8. Instructional Strategies</b> - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways .</p> <p><b>9. Professional Learning and Ethical Practice</b> - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p><b>Intern Action Plan</b> that identifies actions taken to meet 85% of professional development goals set.</p>
<p>Demonstrate ability to assess student learning through multiple methods of assessment by <b>unit/lesson plans, edTPA Task 1 D &amp; edTPA Task 3</b>.</p>	<p><b>6. Assessment</b> - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p><b>Daily Lesson/Unit Plans</b> following designated format, evaluated using lesson plan scoring criteria of 85%.</p> <p><b>edTPA-like Task 1</b> meeting 85% on scoring criteria.</p>

<p>Construct developmentally appropriate learning experiences utilizing a variety of teaching strategies and employing different learning modalities as evidenced on <b>unit/lesson plans</b> and <b>edTPA Task 1 A, B, C</b></p>	<p><b>1. <u>Learner Development</u></b> – The teacher understands how learners grow and develop, recognizing patterns of learning and development vary within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>2. <u>Learning Differences</u></b> - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>3. <u>Learning Environments</u></b> - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and</p>	<p><b>Daily Lesson/Unit Plans</b> following designated format, evaluated using lesson plan scoring criteria of 85%. At least one lesson plan must integrate technology to facilitate student learning.</p> <p><b>edTPA-like Task 1</b> meeting 85% on scoring criteria.</p>
	<p>self-motivation.</p> <p><b>5. <u>Application of Content</u></b> - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p><b>7. <u>Planning for Instruction</u></b> - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <ul style="list-style-type: none"> <li>• 7(k) The teacher knows a range of evidence-based instructional strategies, resources and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</li> </ul> <p><b>8. <u>Instructional Strategies</u></b> - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	

<p>Critically analyze one's teaching effectiveness through <b>reflections</b> and <b>analysis of videotaped teaching sessions</b>.</p>	<p><b>6. Assessment</b> - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p> <p><b>9. Professional Learning and Ethical Practice</b> - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p><b>Video Preparation and Analysis of one's teaching through Video Analysis – edTPA-like Task 2</b>, meeting 85% scoring criteria.</p> <p>Monthly submission of <b>Intern Reflections Journal</b> to meet 85% scoring criteria.</p> <p>Submission of <b>Observation &amp; Conference Reflection (4)</b> to meet 85% scoring criteria.</p>
<p>Document collaborative work to gain pedagogical skills and develop relationships with mentor, teachers, students, administrators and the learning community through <b>intern support forum, intern action plan and learning community log</b>.</p>	<p><b>10. Leadership and Collaboration</b> - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p><b>Intern Action Plan</b> that identifies actions taken to meet 85% of professional development goals set.</p> <p><b>Intern Support Forum</b> participation rate of 75%.</p>
<p><b>community log</b>.</p>		<p><b>Learning Community Log</b> with a minimum of 40 hours per semester.</p> <p>Intern seminar attendance rate of 100%</p>
<p>Compile artifacts and written reflections that demonstrate progress toward meeting the teacher education program principles for initial certification through an <b>internship notebook</b> submitted at the end of the first semester of a year-long experience.</p>	<p>Teacher Education Standards 110</p>	<p><b>Internship Notebook</b> that contains Intern-Mentor Action Plan, Daily, <b>beginning entries edTPA, Task 1 A, B C, D</b>, Learning Community Log, Intern Support Forum, Observation &amp; Conference Reflection Forms</p>

**Field Experience/Clinical Practice:**

Internship is 100% application of pedagogical skills developed through initial certification and graduate level coursework as a clinical practice requested to and confirmed by the Graduate Education Office in conjunction with the Office of Field Experiences and Student Teaching. Internship Completion Form documents completion of internship requirements each semester (2) that records dates of observation and completion of required coursework. Successful completion of Internship is necessary for a grade of S. Interns will be evaluated of their pedagogical content knowledge skills through observations of their teaching by college supervisors with input from candidate and mentor, and evaluation of required coursework by internship coordinator.

### **Use of Technology:**

Interns are expected to communicate with college supervisor and internship coordinator via email, and to support each other through engaging in Web Forum. At least one lesson plan submitted must demonstrate the integration of technology in the subject matter to facilitate student learning during the fall semester. Interns will videotape one lesson each semester for personal reflection, **edTPA-like Task 2** and collaborative video forum.

- **Video Preparation:** a.) principal notification and agreement, b.) student and caregiver consent

### **Methods of Instruction:**

Instructional methods used in this course are practical, hands-on, problem-based learning with discussion, communication via Viking Web, mentoring and collaborative learning. Readings posted to VikingWeb for in-class discussion.

### **Attendance Policy:**

Interns are expected to be at their teaching site on a daily basis. Please notify supervisor **and** internship coordinator of prolonged absence (more than 3 days). All seminars are mandatory attendance. Your teaching schedule must be provided to your college supervisor and internship coordinator. It is your responsibility to arrange observation dates between yourself, mentor, and college supervisor. Please notify both mentor and supervisor in advance as early as possible if you cannot keep an observation date.

### **Academic Integrity:**

Academic integrity is the foundation of college life and experiences at Berry. All members of the Berry College community are responsible for working together to establish and uphold an environment conducive to honorable academic endeavor.

In no case will academic dishonesty be tolerated. *Academic dishonesty* includes, but is not limited to, the following, cheating, unauthorized collaboration, plagiarism, fabrication, multiple submissions, and aiding and abetting. A complete definition of *academic dishonesty* may be found in the [Viking Code](#).

Candidates sanctioned for violating academic integrity policy may not withdraw from the class with a "W". Candidates may appeal faculty decision to a subcommittee of the Graduate Council through the provost.

In addition to the Viking Code, candidates in teacher education program have agreed to uphold the Code of Ethics for educators in Georgia (see [www.gapsc.com](http://www.gapsc.com)). Violation of this code may result in sanctions including, but not limited to being placed on record for poor academic standards, receiving a zero for assignment, withdrawal from the course, or removal from the program.

**Special Requirements:**

See provided Internship Manual. A second copy is provided for mentor.

1. **Berry College e-mail is the official means of electronic communication for this course.**
2. All documentation materials are due on dates listed on course schedule and internship guidelines. No assignments will be accepted late unless there is a notification in writing 24 hours in advance of the due date (e-mail acceptable).
3. Candidates are expected to participate in Intern Support Forum via Viking Web on a regular basis.

**Accommodation Statement:**

Students with disabilities who believe that they may need accommodation in this course are encouraged to contact Academic Support Center, Memorial Library, First Floor (ext.6969), as soon as possible to ensure that accommodations are implemented in a timely fashion.

**Evaluation and Components of Grading Scale**

**Fall**

Seminar Activity		70 (10 pts. each)
Intern Reflections Journal		30
Observation & Conference Reflection (4)*		20 (5 pts. each)
Intern Action Plan*		15
Daily Lesson/Unit Plans (1 tech based)*		40
Preliminary work – EdTPA Task 1 A, B, C, D*		80 (20 pts. each)
Mentor Observations*		30
Learning Community Log*		20
<i>edTPA-like</i> Task 2	20	
Video Preparation*		25
Intern Support Forum *		20
Internship Notebook (*above items in 3 ring binder)		<u>50</u>
	<b>Total</b>	<b>420</b>

Internship is graded on a pass/fail basis at the completion of each semester. Student must earn minimum of 85% of possible points for a grade of S (357+).

**Schedule of Seminars:**

Date	Seminar Activity	Assignments Due
8/26/13	Internship requirements; Identify elements for Action Plan: Issues & Concerns	

9/11/13	"Getting Ready for EdTPA" Task 1 Part 1	Assigned Reading #1 posted to VikingWeb <i>Making Good Choices</i> , pg. 1-9 edTPA Handbook- Task 1
9/18/14	Mentoring relationship; Issues & Concerns	Action Plan; Reflective Journal (CS); Observation & Conference Reflection
09/25/13	"Getting Ready for EdTPA" Task 1 Part 2  Impact on Student Learning-edTPA Task 1-B	Task 1- A: choose one class, do relevant information – Context, Planning to Support Varied Learning Needs  Assigned reading #2 posted to VikingWeb <i>Making Good Choices</i> , pg. 10-14 edTPA Handbook- Task 2
10/2/14	Mentoring relationship; Issues & Concerns	Reflective Journal (CS); Observation & Conference Reflection;
10/09/13	<b>edTPA Exploring Academic Language (AL)</b> ( <i>Academic Language Final GA</i> ) Resources Expanded Bloom's taxonomy Activity: <i>AL101</i> Resource  Task 1 -Planning Commentary 4, Rubric 4 Task 3-Planning Commentary, Rubric 14	DUE: edTPA - Context for Learning, Prior knowledge, theoretical supports  Identify AL demands in Biology
10/16/14	Mentoring relationship; Issues & Concerns	Reflective Journal (CS); Observation & Conference Reflection;
10/23/14	"Getting Ready for EdTPA" Task 1 Part 3	Assigned Reading #3 posted to VikingWeb <i>Making Good Choices</i> , pg. 15-17 edTPA Task 3
	Formative Assessment  Fall Video Assignment	Task 1-B: Identify a Learning Segment of 3-5 lessons to plan, teach and analyze, Identify Standards for this learning segment (read planning commentary for Task 1); Identify AL requirements
10/30/14	Mentoring relationship; Issues & Concerns	Action Plan Update; Reflective Journal (CS); Observation & Conference Reflection;



11/06/14	edTPA Task 2 - Video Recording Guidelines & Preparation  –how you will gain consent of students & caregivers	<i>Making Good Choices</i> , pg. 13-20 edTPA Handbook- Task 2  Task 1-C: Identifying formative assessments
11/13/14	Mentoring relationship; Issues & Concerns	Reflective Journal (CS); Observation & Conference Reflection Mentor Obsv of Intern
11/20/14	Intern Support Forum on Viking Web	Task 1-D – Videotaping Checklist Fall semester video analysis using edTPA rubrics
12/01/14	Action Plan Update; Learning Community Log Update; Reflective Journal (CS); Mentor Obsv of Intern	
12/02/14	<b>Send Task 1 A-D, “edTPA – Like Video” Task 2 electronically for summary feedback and scoring</b>	
12/04/14	End of semester reflection  Celebration!	Internship Notebook for Fall; Fall Internship Completion Form; Internship Mid-Year Evaluation

Dates and assignments in blue are intern and internship supervisor seminar meetings. Dates and items in black are edTPA seminar.

Reflection journal and lesson plans will be reviewed by college supervisors as part of their scheduled visits. Observation & Conference Reflection is submitted to Internship Coordinator at internship seminar. Signatures and date of mentor and college supervisor must be on Internship Completion Form. Intern Support Forum on Viking Web

### **Instructor’s or Students’ Bibliography:**

Allen, J., (2008). *More tools for teaching content literacy*. Portland, Me: Stenhouse Publishers.

Arter, J., & Chappuis, J. (2007). *Creating and recognizing quality rubrics*. Educational Testing Services.

Barrell, J.F. (2006). *Problem-based learning: An inquiry approach*. Thousand Oaks, CA: Corwin Press.

Bella, N. J. (2004). *Reflective analysis of student work: Improving teaching through collaboration*. Thousand Oaks, CA: Corwin Press.

Booth, D. (2011). *Caught in the middle: Reading and writing in the transition years*. Ontario, Canada: Pembroke Publishers.

Boss, S., & Krauss, J. (2007, 2009 Kindle). *Reinventing project-based learning: Your field guide to real-world projects in the digital age*. Eugene, OR: ISTE.

- Carty, M. (2010). *Surviving and thriving: Making classroom management and organization work for you and your students*. Ontario, Canada: Pembroke Publishers.
- Erickson, H. L. (2009). *Lesson design for differentiated instruction, grades 4-9*. Thousand Oaks, CA: Corwin Press.
- Kappa Delta Pi (2007). *So to teach; Inspiring stories that touch the heart*. Indianapolis, IN: Kappa Delta Pi
- Kellough, R. D., & Carjuzza, J. (2006). *Teaching in the middle and secondary schools*. Upper Saddle River, NJ: Pearson Education, Inc.
- McMillan, J.H. (2014). *Classroom assessment: Principles and practice for effective standardsbased instruction, 6/E*. Boston, MA: Pearson Educ, Inc.
- McTighe, J., & Wiggins, G. (1999). *Understanding by design handbook*. Alexandria, VA: ASCD.
- Markham, T. (2007, 2012, Kindle). *Project based learning design and coaching guidelines*. San Rafeal, CA: HeartIQ Press.
- Marzano, R., Marzano, J.S., & Picker, D. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: ASCD.
- Marzano, R. (2006). *Classroom assessment that works*. Alexandria, VA: ASCD.
- Marzano, R. (2007). *The art and science of teaching; A comprehensive framework for effective instruction*. Alexandria, VA: ASCD
- Popham, W. James (2014). *Classroom assessment: What teachers need to know, 7/E*. Boston, MA: Pearson Educ, Inc.
- Posner, G. J. (1996). *Field experience: A guide to reflective teaching*. White Plains, NY: Longman.
- Stiggins, R.J., Arter, J., Chappuis, J., & Chappuis, S. (2011). *Classroom assessment for student learning: Doing it right-using it well*. Boston, MA: Pearson Educ, Inc.
- Stiggins, R.J., & Chappuis, J. (2012). *Introduction to student-involved assessment FOR learning, 6/E*. Boston, MA: Pearson Educ, Inc.
- Tomlinson, C.A., & McTighe, J. (2006). *Integrating; Differentiated instruction and Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Design.
- Wiliam, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree Press.

Wormeli, R. (2003). *Meet me in the middle: becoming an accomplished middle-level teacher*. Portland, ME: Stenhouse Publ.

Wormeli, R. (2006). *Fair isn't always equal, assessing and grading in the differentiated classroom*. Portland, ME: Stenhouse Publ.

Wormeli, R. (2007). *Differentiation, from planning to practice grades 6-12*. Portland, ME; Stenhouse Publ.

Zukergood, D., & Bettencourt, A. M. (2009). *Teaching in the real world; Strategies to survive and thrive*. Upper Saddle River, NJ: Pearson.

#### On-line Resources

<http://pblchecklist.4teachers.org/index.shtml>

<http://www.intel.com/about/corporateresponsibility/education/k12/projects.htm>

<http://www.udel.edu/pbl/others.html>

The PBL Academy

<http://iuedmoodle.educ.indiana.edu/pbl/>

<http://iuedmoodle.educ.indiana.edu/pbl/links.html>