

**School of Education and Human Sciences**

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

**EDU 598 A/B/C Internship II (3 credit hours)**

**Spring 2015**

**Days / Times of Meeting: (ECE/MG/SEC)**

**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. Alternative Certification only. *PR: EDU 597. CR: EDU 590 C*

**Textbooks:** edTPA Content Area Handbook, Making Good Choices Handbook, Understanding Rubric Level Progressions (SCALE, 2014). Provided by course instructor. Other support materials on Student Teacher Group in VikingWeb.

No required textbook. Candidate chooses a book to best assist their content area internship.

**Supplemental readings:**

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

Tomlinson, C.A., & McTighe, J. (2006). *Integrating; Differentiated instruction and Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Design.

Wormeli, R. (2007). *Differentiation: From planning to practice, grades 6-12*. Portland, ME: Stenhouse Publishers

DOE – Common Core Georgia Performance Standards

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

Problem-Based Learning  
Edutopia

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

<http://www.cotf.edu/ete/teacher/teacherout.html>

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

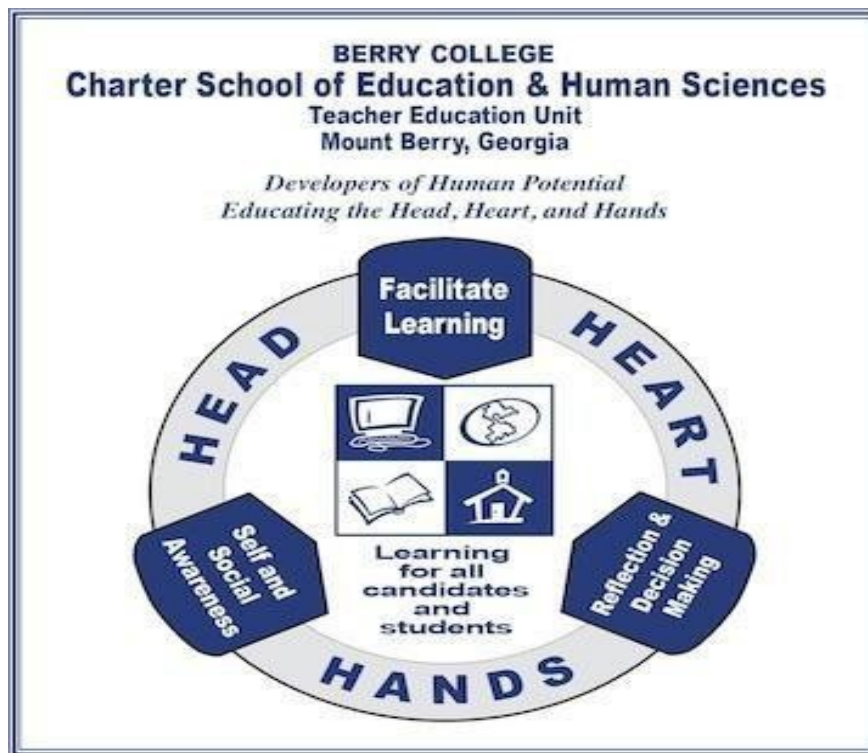
Buck Institute for Education: Project Based Learning for the 21<sup>st</sup> Century <http://www.bie.org/>

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

Education Leadership, ASCD Smart Briefs, ASCD EdBlog

**Purpose of the course:** For the individual 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 teaching and students' learning, journal writing and conferences with the supervising teacher and college coordinator stress reflection upon the teaching experience. Curriculum design, effective teaching, classroom management and learning community collaboration are evidenced through teacher education and graduate education program goals in an internship portfolio.

### 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.

**Student Learning Outcomes:**

The candidate will be able to (as related to the Berry College Model of Teacher Education, Initial Certification Program Principles):

Student Learning Outcomes	Program Principles	Assessment Outcomes
Identify critical areas of pedagogical skills that they have worked to improve upon during the academic year as documented through <b>Intern-Mentor Action Plan</b> .	4. Instructional Strategies  9. Reflection and Professional Growth	<b>Intern-Mentor Action Plan</b> that identifies actions taken to meet 85% of professional development goals set.
Demonstrate ability to assess student learning through multiple methods of assessment by <b>unit/lesson plans</b> and <b>edTPA Portfolio</b>	8. Assessment	<b>Daily Lesson/Unit Plans</b> following designated format, evaluated using lesson plan scoring criteria of 85%.  <b>edTPA Portfolio</b> meeting 85% on scoring criteria.
Construct developmentally appropriate learning experiences utilizing a variety of teaching strategies and employing different learning modalities as evidenced on <b>Task 1 -learning segment lesson plans</b> and <b>Task 2 Analysis</b> .	2. Student Learning 3. Diverse Learners 4. Instructional Strategies 5. Learning Environment 6. Communication	<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.  <b>edTPA Portfolio</b> meeting 85% on scoring criteria.

Critically analyze one's teaching effectiveness through <b>analysis of videotaped teaching sessions, Task 2.</b>	8. Assessment 9. Reflection and Professional Growth	Analysis of one's teaching through <b>edTPA Analysis</b> , meeting 85% scoring criteria.  Monthly submission of <b>Intern Reflections Journal</b> to meet 85% scoring criteria.
Document collaborative work to gain pedagogical skills and develop relationships with	7. Planning Instruction 10. Collaboration, Ethics and	<b>Learning Community Log</b> with a minimum of 40 hours per semester.
mentor, teachers, students, administrators and the learning community through, <b>observations</b> , and <b>learning community log.</b>	Relationships	<b>Mentor/Intern Observation (6)</b> with 85% of scoring criteria  Intern seminar attendance rate of 100%
Compile artifacts and written reflections that demonstrate progress toward meeting the ten program principles for teacher education program for initial certification through an <b>internship edTPA portfolio</b> submitted at the end of the year-long experience.	1. Subject Matter 2. Student Learning 3. Diverse Learners 4. Instructional Strategies 5. Learning Environment 6. Communication 7. Planning Instruction 8. Assessment 9. Reflection and Professional Growth 10. Collaboration, Ethics and Relationships	<b>edTPA Portfolio</b> that meets at least 80% on scoring rubric.  <b>Intern Self-Evaluation</b>  <b>Professional Dispositions Self-Assessment</b>

### Field Experience/Clinical Practice:

Internship is 100% application pedagogical skills developed through initial certification and graduate level coursework. Interns will be evaluated through observations of their teaching by college supervisors and examination of required coursework.

### 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 integrate technology in the subject mater to facilitate student learning. All course description, scoring guides, selected readings and assignment descriptions are available via Viking Web.

### Methods of Instruction:

Instructional methods used in this course are practical, hands-on, problem-based learning with discussion in seminar format, communication via Viking Web, mentoring and collaborative learning.

**Attendance Policy:**

Interns are expected to be at their teaching site on a daily basis. Please notify supervisor **and** assistant dean of prolonged absence (more than 3 days). All seminars are mandatory attendance.

**Academic Integrity:**

The Charter School of Education and Human Sciences requires that students in all course work and all other academic endeavors know and adhere to the considerations of scholarly ethics, including, but not limited to, the issues of accurate reporting of research, plagiarism, publication credit, duplicate publication, or sharing data. Breach of academic honesty will result in disciplinary action and may result in dismissal from the graduate program. See Academic Integrity in the [Viking Code](#) and PSC Code of Ethics

**Special Requirements:**

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

1. Berry College e-mail is the official means of electronic communication for this course.
2. All course materials and forms can be obtained on Viking Web.
3. 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).

**Evaluation and Components of Grading**

Internship Reflection Journal	30
Intern-Mentor Action Plan	15
Daily Lesson/Unit Plans	25
edTPA Portfolio	102
Mentor/Intern Observations	15
Learning Community Log	10

Internship is graded on a pass/fail basis at the completion of each semester. Student must earn minimum of 85% of possible points to pass (248). Intern self-Evaluation and Disposition Assessment are not part of scored Components of Grading.

**Accommodation Statement:**

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

**Schedule of Seminars:**

Date	Seminar Activity	Assignments Due
1/13/15	Introduction, overview of syllabus & schedule edTPA portfolio; Acceptable	

	Candidate Support Krannert 324	Download from LiveText your subjectspecific edTPA corresponding template documents.
1/20/15	edTPA Task 1- Knowledge of Students to Inform Learning	edTPA – Context for Learning done, Identify a central focus, content standards  edTPA permission form and Candidate Responsibility forms returned
1/27/15	edTPA Task 1 –Language Function and Monitoring Student Learning  <i>edTPA Task 1 – Lesson Plans peer review</i>	Planning Commentary #1, 2 Lesson Plans Key Instructional Materials  Observation and Conference Reflection #1
2/03/15	<i>edTPA – Task 1</i> Conduct 3 -5 day teaching segment  Review TASK 2 INSTRUCTION & Rubrics	Planning Commentary # 3, 4, 5 Language Function & Monitoring Student Learning
2/10/15	Conduct 3 -5 day teaching segment. Keep teaching log/reflections, collecting data and student works samples. Plan ahead for how you will collect data and student work samples.  <i>edTPA Task 1 peer review</i>	edTPA Task 1 – ALL DONE  Video tape lessons
2/17/15	edTPA - Task 2 Prep Video selection, clip compressions  Peer Review Task 2	Begin writing TASK 2 INSTRUCTION commentary. Bring Draft to seminar.
2/24/15	edTPA – Task 2  Video selection, clip compressions	Writing TASK 2 INSTRUCTION commentary – Almost DONE.  Intern Observation Mentor #1 Mentor Observation #1 Observation and Conference Reflection #2
3/03/15	edTPA Task 3, Part A	Determine assessment for Task 3, compile student work samples
3/09 - 3/13/15	Berry College Spring Break Watch videos, select required video clips. Finish writing TASK 2 INSTRUCTION commentary.	
3/17/15	Write commentaries for TASK 2 INSTRUCTION and TASK 3 ASSESSMENT (Rubrics 6-15) ECE TASK 4 (Rubrics 16-18) edTPA Writing Sessions held all week.	

	Peer Review	
3/24/15	Final edits done. Finish upload into LiveText	Upload into LiveText completed
3/30/15 Monday	edTPA must be submitted by 10 pm. edTPAs will not be accepted after this time. If your submission is not successfully submitted by the required date and time, you will have to resubmit the assessment next semester for a cost of \$300 and it will be consequential for certification.	edTPA must be submitted by 10 pm.
3/31/15		Observation and Conference Reflection #3
<b>4/07/15</b>	<b>Workshop on On-line Teaching</b>	<b>Mr. Lee Green at 5 pm. (EDU 590C)</b>
4/14/15	Symposium on Student Scholarship No Class	Obsv mentor 2; Mentor Obsv intern 2;  Observation and Conference Reflection 4 Internship Final Evaluation;
4/21/15	Ethical decision Making Guest Speaker – PAGE Attorney	<b>EDU 590 seminar at 5 pm</b>
4/28/15	Internship Self -Evaluation & Spring Internship Completion - All materials DUE Certification paperwork -- <b>EDU 590 seminar at 5 pm</b>	
5/05/14	Ed TPA Feedback Local Evaluation of semester celebration	End

Reflection journal (4) and lesson plans (4) will be reviewed by college supervisors as part of their scheduled visits. Signatures and date of mentor and college supervisor must be documented on Internship Completion Form and shown to internship instructor at seminar. Action Plan and Observations will be topics for discussion at seminars.

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

Allen, J. (2007). *Inside words; Tools for teaching academic vocabulary*. Portland, ME: Stenhouse Publishers.

Guillaume, A.M. (2007). *K-12 classroom teaching; A primer for new professionals (3<sup>rd</sup> ed)*. Upper Saddle River, NJ: Pearson Education, Inc.

Kronowitz, E.L. (2004). *Your first year of teaching and beyond*. Upper Saddle River, NJ: Pearson Education, Inc.

- Kellough, R. D., & Carjuzza, J. (2006). *Teaching in the middle and secondary schools*. Upper Saddle River, NJ: Pearson Education, Inc.
- Mack-Kirschner, A. (2004). *Powerful classroom stories from accomplished teachers*. Thousand Oaks, CA: Corwin Press.
- Marzano, R. (2006). *Classroom assessment & grading that works*. Alexandria, VA: ASCD.
- Marzano, R. (2006). *Classroom that works; Research-based strategies for every teacher*. Alexandria, VA: ASCD.
- Popham, J. (2009). *Classroom assessment: What teachers need to know* (5<sup>th</sup> ed). Upper Saddle River, NJ: Pearson Education, Inc.
- Posner, G. J. (1996). *Field experience: A guide to reflective teaching*. White Plains, NY: Longman.
- Stiggins, R.J. (1997). *Student-centered classroom assessment*. Upper Saddle River, NJ: Pearson Education, Inc.
- Stiggins, R.J., & Chappuis, J. (2012). *An introduction to student-involvement Assessment FOR Learning*. Boston, MA: Pearson Education, Inc.
- Tomlinson, C.A., & McTighe, T. (2006). *Integrating & differentiating instruction; Understanding by design*. Alexandria, VA: ASCD.
- Tuchman-Glass, K. (2006). *Curriculum mapping; A step-by-step guide for creating curriculum overviews*. Thousand Oaks, CA: Corwin Press.
- Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2<sup>nd</sup>). Alexandria, VA: ASCD.