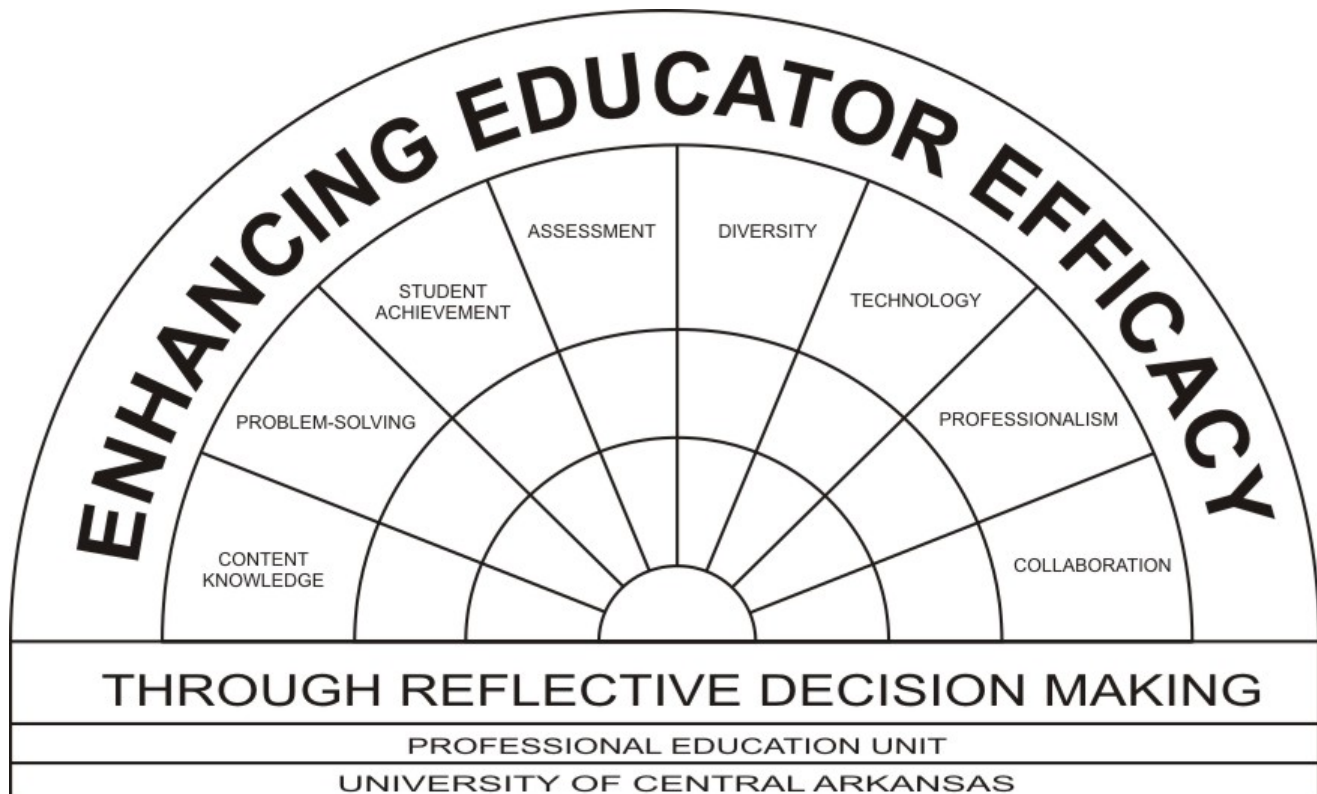


# Handbook for Internship II Teacher Candidates

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Congratulations on arriving at the final semester of your teacher education program! Your acceptance into this final stage of the program attests to your sound preparation and your attention to your studies. As you complete this final semester, you will draw on all you have learned to this point. You will compile evidence to demonstrate your mastery of the knowledge and skills outlined in UCA's Teacher Performance Outcomes Assessment (TPOA)—mastery that will predict your success as a novice teacher during the induction phase of your teaching career.

As you prepare for this all important final experience, you should carefully read the syllabus and the Internship assignments which are linked in Chalk and Wire and on the Internship II web site. These documents contain the expectations you must meet in order to successfully complete this final semester of work. Listed below are some key elements, which are part of your Internship requirements.

- Attend all school and community events where your mentor teacher is expected. Make your role as teacher your priority—you will not be excused early or allowed to report late because of work schedules or personal business.
- All absences during Internship II must be documented by completing the [Internship II Absence Form](#) and submitting it to the Coordinator of Internship II in the Office of Candidate Services and Field Experience, as well as to the University Supervisor. Additionally, the mentor teacher and school must be notified. Failure to report absences may result in removal from Internship II. You do not need to report absences due to inclement weather which results in school closing.
- Protect yourself from the slightest suspicion of misconduct with students—never be alone with a student, avoid touching or otherwise coming into physical contact with students, never administer corporal punishment.
- Read and meticulously follow all policies of the school to which you are assigned. Be respectful and behave professionally with students, parents, colleagues, administrators, supervisors, and community members.
- Complete an information form and evaluations of the mentor teacher, the university supervisor, and the overall internship.
- Attend all scheduled meetings at the university and/or with your supervisor.

In addition to attending all scheduled days in the assigned school and all school and community events where their mentor teacher is expected to be, interns are responsible for several key assignments. A brief description of each of the required assignments is on the following pages. The full explanation of the assignments, as well as the rubrics used to assess them is linked in Chalk and Wire and on the Internship II web site. Resources needed for assignment completion (i.e. Teacher Candidate Form, Lesson Plan Template, etc.) are also linked in Chalk and Wire and the Internship II web site. All assignments will be submitted and assessed in Chalk and Wire, with the exception of the Internship Journal (supervisors' prerogative as to whether journals will be in C&W) and the Daily Lesson Plans. Your University Supervisor will instruct you on the procedure for sharing these. In addition to the assignments required during the internship, interns will complete surveys at the end of the semester to provide feedback on certain aspects of the program. You will be instructed about completing these surveys online at the end of the term.

You are about to embark on an exhilarating journey! We hope that you will relish the challenges and joys it will bring, and know from experience it will bring memories you will carry with you throughout your lives.

## Internship II Assignments

*Unless otherwise noted, all assignments completed for the Internship must be uploaded and submitted for assessment through Chalk and Wire. A sample of a completed Internship II portfolio is available via the [Internship II website](#). The hyperlinks in this document lead to the full description and rubrics of the assignments on the College of Education Website. Short assignments with single criterion rubrics are included in this section of the handbook. All assignment instructions and rubrics are also linked in Chalk and Wire, along with additional resource documents. To access rubrics in Chalk and Wire, click the chain link icon on the appropriate assignment page in the portfolio. The final pages of this handbook include an assignment checklist and weekly schedule. Your supervisor may modify the weekly submission schedule; however, these documents may prove useful as you complete the semester. [NOTE: The links here are for assignments and forms used in the Internship. Some program areas have modified or additional instructions. Be certain to clarify with your university supervisor whether or not there are unique assignments for your program area].*

**Attendance Documentation**—The professional nature of the internship demands professional behavior in all matters, including punctuality and responsible attendance. Candidates will be expected to attend all scheduled days in the public schools. If an absence cannot be avoided, candidates will be responsible for appropriate accommodations with university and public school professionals. All absences during Internship II must be documented by completing the [absence form](#) for each absence and submitting it to the Coordinator of Internship II in the Office of Candidate Services and Field Experience, as well as to the University Supervisor. Additionally, the mentor teacher and school must be notified. Failure to report absences may result in removal from Internship II. Attendance is assessed in the final [Internship II portfolio rubric](#).

**Philosophy of Education**—Interns are required to write their educational philosophy as a reflective decision-maker. When you applied for Internship II, you included as part of your personal narrative a brief statement about your educational philosophy. Elaborate on this as you reflect on the experiences you encountered in the classroom. At a minimum, you should include what you believe about the roles of teachers and students, the purpose(s) of the curriculum, effective teaching methods, and the importance of your subject area. As appropriate, weave in examples from your Internship II experience to illustrate your statements. Write your educational philosophy directly in the text box which appears when you follow the [text](#) link. Submit your philosophy for assessment to your university supervisor. The date for submission of this assignment can be negotiated between the intern and the university supervisor. This assignment is scored on a single criterion using the following scale: **Unsatisfactory (1):** Candidate does not clearly articulate his/her beliefs about (1) the roles of teachers and students, (2) the purpose(s) of the curriculum, (3) the best methods of teaching, OR (4) the importance of his/her subject area. **Basic (2):** Candidate provides adequate description of his/her beliefs about (1) the roles of teachers and students, (2) the purpose(s) of the curriculum, (3) the best methods of teaching, AND (4) the importance of his/her subject area. **Proficient (3):** Candidate illustrates with specific examples his/her beliefs about (1) the roles of teachers and students, (2) the purpose(s) of the curriculum, (3) the best methods of teaching, AND (4) the importance of his/her subject area.

**Teacher Candidate Information Form**—By the end of the first week candidates should submit their completed [Teacher Candidate Information Form](#) for assessment to both their University Supervisor and Sue Farris. A copy should be printed and given to their mentor teacher and the principal or principal's designee. This assignment is scored on a single criterion using the following scale: **Unsatisfactory (1):** Candidate did not submit completed Teacher Candidate Information Form by deadline. **Basic (2):** N/A **Proficient (3):** Candidate submitted completed Teacher Candidate Information Form by deadline.

**Supervisor Observed Lessons**—University supervisors will do a formal observation of the interns’ teaching four times throughout the experience. Two days prior to the scheduled visit, interns are required to submit for assessment to their University Supervisor the [class profile](#) and lesson plan. For these observed lessons, interns are required to use the UCA [Lesson Plan template](#), which is modeled after the state evaluation system. Within 24 hours of the observed lesson, interns are required to submit for assessment to their University Supervisor their [reflection](#) of the lesson. There is a template for the lesson reflection as well. These formal observations will be augmented with informal evaluations and conferences, and assessed with the [Lesson Scoring Rubric](#).

**Videotaped Lesson and Reflection**—This lesson serves a dual purpose as the 3rd lesson observed by the university supervisor and an opportunity for interns to gain experience using the Pathwise observation format in preparation for the state teacher evaluation. Candidates will videotape the lesson and view it, recording evidence in Domains B and C on the [Formative Observation Form](#). If the internship occurs in a school that requires parental permission before videotaping of class sessions can occur, interns should use the [Videotaped Consent Form](#) to acquire such permission before the Videotaped Lesson. After the lesson, interns should complete the UCA [Lesson Scoring Rubric](#) to evaluate the lesson. Additionally, interns should print copies of the Lesson Scoring Rubric and the Formative Observation form for the mentor teacher and ask him/her to do a formal evaluation of the lesson. Interns should use the evidence recorded in their Formative Observation and the lesson evaluation from their mentor to complete the Lesson Reflection. **The interns’ Self-Scored Lesson Plan Rubric and Formative Observation form should be submitted for assessment to their University Supervisors at the same time as the Lesson Reflection.** This assignment is scored on a with two criterion using the following scale: **Unsatisfactory (1):** *Candidate did not submit a Formative Observation Form from his/her videotaped lesson by the required deadline, or the evidence cited in form was insufficient.* **Basic (2):** *Candidate submitted on time a Formative Observation Form that was generally complete with sufficient evidence cited.* **Proficient (3):** *Candidate submitted on time a Formative Observation Form that contained thorough evidence.* **Unsatisfactory (1):** *Candidate did not submit his/her Self-Scored Lesson Rubric on time, or scores were not assigned for each criterion.* **Basic (2):** *Candidate submitted his/her Self-Scored Lesson Rubric on time with scores assigned for each criterion, though s/he did not seem to interpret the criterion correctly in selecting scores.* **Proficient (3):** *Candidate submitted his/her Self-Scored Lesson Rubric on time with assigned scores that reflect accurate interpretation of each criterion in relation to the videotaped lesson.*

**Unit Plan and Impact on Student Learning**—Interns are required to design and teach at least one instructional unit. The length of the unit may vary depending upon a number of factors; however, the plan should include a substantial number of consecutive instructional days, somewhere in the range of one or two weeks. Instructional units should be chosen and designed in collaboration with the mentor teacher. The unit should be interns’ original work, but it can include activities from a textbook and other resources. Units may be integrated, thematic, or topical depending upon the teaching situation. In addition to providing a rationale, lesson plans, and other miscellaneous components, a key element of this assignment is the collection of data to indicate interns’ impact on student learning. Interns are required to develop and implement a pre/post assessment and supply samples of student work at various levels. They are required to use technology to compile the data in a graphic format and write an analysis of their students’ progress toward the stated goals of the unit. Click [here](#) for the detailed instructions for the Unit Plan and Impact on Student Learning assignments. The rubrics used to evaluate the Unit Plan and Impact on Student Learning are included at the end of the assignment description. *[Several program areas have modified instructions for this project specific to the discipline. Make certain you are completing the correct assignment.]*

**Guidance and Behavior Plan and Reflection**—Interns are required to develop and implement intervention strategies designed to promote positive behaviors and reduce the frequency, duration, and intensity of inappropriate behaviors. Such intervention must include strategies applicable to the classroom and individual students, reflect prior learning from their coursework, and incorporate the mentor’s existing plan. Toward the end of the internship, interns will write a reflection on the process. Click [here](#) for the detailed

instructions and rubrics for the Guidance and Behavior Plan and Guidance and Behavior Plan Reflection.

**Observation Log**—This exercise is designed for the intern to gain familiarity with the Pathwise domains and the state teacher evaluation model. The intern will use the [Formative Observation Form](#) to record data in Domains B and C while observing the mentor teacher, as well as other teachers in the placement school. These observations provide the intern an opportunity to learn from experienced professionals. In addition, the intern gains a broader understanding of what is expected of an accomplished teacher. The intern will share completed observation forms with their university supervisor as arranged. The completed observation forms do not need to be uploaded to Chalk and Wire; however, interns should complete the [Observation Log](#) form and submit it for assessment in Chalk and Wire at a time arranged with your university supervisor. The rubric for this assignment is included at the bottom of the Observation Log form.

**Professional Development Plan, Part I and II**—In consultation with their university supervisor, interns will develop a plan for continued growth in the profession. The plan will identify an area for improvement and a strategy for growth in this area. Interns are required to share the plan with their mentor teacher, implement it, and write a reflection toward the end of the internship. Click [here](#) for the detailed instructions and rubrics for Parts I and II of the Professional Development Plan.

**Internship Journal**—Interns are required to keep a dated journal and submit it to their university supervisor as directed. You **do not** have to upload your journal to Chalk and Wire **unless required to do so by your university supervisor**. This journal should record your concerns and worries, your successes and joys, your reactions to the internship. You may also think about the TPOA domains and criteria as you write in your journal. The journal informs your supervisor of much of what you have done, of what you have learned, and of problems that need addressing. In other words, it is an important resource for your supervisor in understanding what has happened between visits. In particular, your journal should provide documentation for the following activities: *A. Reflection:* Reflect on your experiences in the classroom and try to arrive at some conclusions about how effectively you are performing in the areas of planning/organizing/evaluation, classroom environment, instruction, and professionalism. *B. Documentation of effective communication with multiple audiences:* Be sure to note in your journal all occasions for parent contact. Documentation may include letters, phone calls, or conferences with parents because they are important elements in your growth as a teacher. Keep samples of all correspondence and describe any oral contacts. Also, write in your journal about contacts with other teachers—discussions about pedagogical issues, student learning, and professional concerns. Include any lesson or unit plans designed in collaboration with others. Journal completion is assessed in the final [Internship II portfolio rubric](#), although some supervisors may elect to score each journal entry throughout the semester via Chalk and Wire using the following scale: **Unsatisfactory (1):** *Candidate's journal did not contain required elements AND/OR did not follow guidelines set for submitting journal entries by the university supervisor.* **Basic (2):** *Candidate's journal contains dated entries of his/her reflections on teaching and followed guidelines set for submitting journals by the university supervisor.* **Proficient (3):** *Candidate's journal contains dated, thoughtful, and detailed entries of his/her reflections on teaching and followed guidelines set for submitting journals by the university supervisor.*

**Reflections for Each Domain**—The final piece of the Internship portfolio is a set of four essays written by the interns regarding their strengths, weaknesses, insights and observations regarding each of the four TPOA domains (some program areas have an additional Domain E). The Domain reflections should represent depth of understanding of each of the criteria listed for each Domain and an ability to connect them all to student learning. Evaluation of the reflective essays is included in the overall portfolio rubric completed at the end of the semester. When the interns submit for assessment the essays for each domain in Chalk and Wire, it will trigger the summative TPOA rubric. The rubric is split into four sections—one for each of the domains. The [summative TPOA evaluation](#) takes into account **ALL** evidence available in estimating the intern's level of achievement, including mentor teacher evaluations; university supervisor evaluations, both formative and summative; the

professional portfolio—in other words, all documented performances and support material. **The university supervisor is responsible for collaborating on the ratings with the mentor teacher and being sure the evaluation is discussed with the intern.**

**Overall Portfolio**—In addition to the assignments submitted throughout the internship, the portfolio is evaluated holistically at the end of the internship. To release the overall portfolio rubric to the University Supervisor, candidates will customize the portfolio home page by selecting an image and a quote that is representative of their internship experience. The image can be one of you and/or your students this semester, but it does not have to be. At the conclusion of your internship, return to the home page and hit the [submit assessment link](#) to release the final portfolio rubric to your university supervisor, which will be assessed using the following rubric.

<b>Criteria</b>	<b>1—Unsatisfactory</b>	<b>2—Basic</b>	<b>3--Proficient</b>
Daily Lesson Plans	Candidate provided little or no evidence to university supervisor throughout the internship of continual planning as approved by mentor teacher.	Candidate provided adequate evidence to university supervisor throughout the internship of continual planning as approved by mentor teacher.	Candidate provided thorough evidence to university supervisor throughout the internship of continual planning as approved by mentor teacher.
Technology Integration with Instruction	Candidate did not submit evidence of technology integration for evaluation to the university supervisor.	Candidate submitted evidence of technology integration for evaluation to the university supervisor after the required deadline.	Candidate submitted evidence of technology integration for evaluation to the university supervisor by the required deadline.
Internship Journal	Candidate’s journal did not contain required elements AND/OR did not follow guidelines set for submitting journal entries to supervisor throughout the internship.	Candidate’s journal contains dated entries of his/her reflections on teaching and provides physical documentation of collaboration and/or communication with colleagues and parents. For most of the internship, candidate followed guidelines set for submitting journals.	Candidate’s journal contains dated, thoughtful, and detailed entries of his/her reflections on teaching and provides physical documentation of collaboration and/or communication with colleagues and parents. Candidate followed guidelines set for submitting journals throughout the entire internship.
Internship Attendance	Candidate did not follow attendance guidelines.	N/A	Candidate followed ALL attendance guidelines.
Domain A Reflection	Candidate’s Domain A reflection does not represent appropriate depth of understanding of students’ background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials and evaluation strategies in lesson planning. The essay does not connect these criteria to student learning.	Candidate’s Domain A reflection represents depth of understanding of students’ background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials, and evaluation strategies in lesson planning. The essay connects these criteria to student learning.	Candidate’s Domain A reflection is well prepared and demonstrates depth of understanding of students’ background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials, and evaluation strategies in lesson planning. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.
Domain B Reflection	Candidate’s Domain B reflection does not represent appropriate understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay	Candidate’s Domain B reflection represents depth of understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay connects these criteria to student learning.	Candidate’s Domain B reflection is well prepared and demonstrates depth of understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay connects these criteria to student learning. Reflections go beyond reporting

	does not connect these criteria to student learning.		information into careful synthesis of ideas supported with examples.
Domain C Reflection	Candidate's Domain C reflection does not represent appropriate understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay does not connect these criteria to student learning.	Candidate's Domain C reflection represents depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning.	Candidate's Domain C reflection is well prepared and demonstrates depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.
Domain D Reflection	Candidate's Domain D reflection does not represent appropriate understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay does not connect these criteria to student learning.	Candidate's Domain D reflection represents depth of understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning.	Candidate's Domain D reflection is well prepared and demonstrates depth of understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.
Ethics and Academic Honesty	Work submitted by the candidate contained plagiarism or other violations of academic integrity.	N/A	All work submitted by the candidate was his/her original work and in complete compliance with UCAs policy on academic misconduct.
Meets Deadlines	Candidate was not punctual with handing in assignments or meeting other expected deadlines.	Candidate was generally punctual with handing in assignments and meeting other expected deadlines.	Candidate was always punctual with handing in assignments and meeting other expected deadlines.

Candidates will receive an X grade if any of the required assignments are not submitted. Assignments submitted late, incomplete, and/or of poor quality will lower the final grade(s) for the internship. Candidates will be evaluated using the rubrics attached to the assignments in Chalk and Wire.

**Final grade for the class will be determined based on the following formula: The score on the Internship II portfolio accounts for 10% of the Internship II grade. Teaching Performance (includes summative TPOA and/or 4 observed lessons) accounts for 50% of the Internship II grade. Assignments (unit plan, impact on learning, journals, daily plans, etc.) account for 40% of the Internship II grade. An intern scoring a "1" on any element of the summative TPOA will receive a "D" or an "F" for the final internship grade.**

## Internship II Syllabus

(Revised July 2011)

- A. Course Title:** INTERNSHIP II (ART 4690 & 4691, BMTE 4680 & 4681, ECSE 4603 & 4604, ENGL 4680 & 4681, FACS 4680 & 4681, HIST 4680 & 4681, KPED 4690 & 4691, MATH 4680 & 4681, MSIT 4612 & 4613, MUS 4690 & 4691, SCI 4680 & 4681, WLAN 4690 & 4691) (8-15-08)
- B. Catalogue Description:** Internship II comprises the final semester of work in the Teacher Education Program. The internship is conducted in public schools in sites and grade levels appropriate to the desired licensure level. Candidates work under the supervision of public school and university professionals.
- C. Purpose/Rationale:** The purpose of Internship II is to prepare candidates for successful teaching in public schools leading to completion of the induction phase for beginning teachers. In this final semester of work, all that has come before must be called forth and integrated in practice. To that end, the work of this semester adheres to the Conceptual Framework of the University of Central Arkansas' Professional Education Unit, which is outlined below. This framework is based on the Pathwise Classroom Observation System, which is correlated to the Arkansas Principles for Licensure of Beginning Teachers. In addition, the internship aligns with the standards and expectations of the accrediting agencies, which govern individual disciplines, the standards set forth by the state of Arkansas for these disciplines, and the standards to which all programs accredited by NCATE must adhere. The rationale for the internship rests securely in the expectations of beginning teachers outlined by the state. Candidates must be able to translate what they have learned about their disciplines to public school students in coherent, effective learning experiences. To this end, candidates must use the knowledge of planning and organization taught in discipline-specific methods courses along with practical knowledge of secondary classrooms and the students in them. Direct contact with public school students and the teachers who work in these classrooms is crucial; it not only allows candidates a firsthand understanding of the students they will teach, but it also affords an opportunity to develop rapport with colleagues in a professional setting, an important part of appreciating team building and collaborative teaching. Thus, the internship is vital in preparing candidates for public school teaching where theory and practice converge.
- D. Required Text:** Students are required to have an active subscription to Chalk and Wire.
- E. UCA Teacher Preparation Program Summary and Goals:** The University of Central Arkansas's education programs establish and maintain rigorous standards for teacher candidates' knowledge and performance to ensure that all students achieve state-adopted learner outcomes. Working from a solid content background, teacher candidates demonstrate proficient and flexible use of different ways of teaching to actively engage all students in learning. Teacher candidates are well versed in the characteristics of students of different ages, abilities and cultural backgrounds. They are skilled in integrating technology into instruction and creating an environment in which all students can be successful and want to learn. Teacher candidates know when and how to assess learning through various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with students, colleagues, parents/guardians, and community members. As professional educators, teacher candidates value collaboration and seek opportunities to work with other professionals and community members to improve the educational experiences for students. As such, the following goals are our main focus:
1. Teacher candidates design and organize instruction and assessment procedures for all students based on a thorough knowledge of subject matter, pedagogy, and students.
  2. Teacher candidates use appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.
  3. Teacher candidates demonstrate strong communication skills, employ effective teaching strategies and

- methodologies, integrate technology into instruction, and use a variety of assessment measures.
4. Teacher candidates reflect on their instruction and student learning to assess their effectiveness, engage in professional development, and demonstrate ethical conduct in working with all constituencies-- students, colleagues, parents/guardians, and community members.

### How does “Internship II” address the PEU’s Conceptual Framework vision of **enhancing Educator Efficacy through Reflective Decision-Making**?

Internship II calls upon the candidates to bring into practice all they have learned in their programs of study. Candidates integrate knowledge of subject matter and pedagogy to provide meaningful learning experiences for K-12 students. In doing this, candidates must reflect on all they have learned to make decisions concerning planning strategies, teaching techniques and methodologies, formative and summative assessments, and creation of a positive learning environment. Candidates are required to keep a journal where they reflect on their teaching and their interactions with students. The culminating piece produced by candidates in Internship II is an exit portfolio. This document requires candidates to reflect on their work throughout their program of study.

- F. Use of Technology:** Candidates will be expected to incorporate computer technology in planning, teaching, and evaluating instruction in the public school classroom. The technology and its incorporation will depend upon the particular internship setting.
- G. Diversity:** A variety of materials and instructional strategies will be used to meet the needs of the different learning styles of diverse learners in the internship. Candidates will be provided opportunities through the internship to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classrooms.
- H. Course Goals and Objectives:** The goals and objectives of the internship reflect the UCA Teacher Preparation Program goals, which are based upon the Pathwise Observation Model, a program developed and copyrighted by Educational Testing Service and adopted by the Arkansas Department of Education as the model for the teacher licensure system. Course goals and objectives are organized around the four goals of the Teacher Preparation Program. The particular internship setting and the needs of the learners in that setting will determine the emphasis on particular goals from the list below.

#### **Teacher Preparation Program Goal 1: Planning and Preparation (TPOA Domain A)**

Candidates will:

1. Demonstrate knowledge of students (age group, diversity, interests, heritage)
2. Select instructional goals appropriate for lessons and students
3. Demonstrate knowledge of content by designing coherent instruction including making connections between past, current, and future content
4. Demonstrate knowledge of pedagogy by using appropriate instructional, learning activities, materials, and resources
5. Assess student learning using appropriate methods for students and the goals of the lesson

#### **Teacher Preparation Program Goal 2: Classroom Environment (TPOA Domain B)**

Candidates will:

1. Create an environment that promotes fairness
2. Create an environment of respect and rapport
3. Communicate challenging learning expectations
4. Establish and maintain consistent standards of behavior
5. Organize physical space for maximum learning

#### **Teacher Preparation Program Goal 3: Instruction (TPOA Domain C)**

Candidates will:

1. Communicate learning goals and instructional procedures
2. Make content comprehensible to students (coherent structure, relevant to students)
3. Extend students' thinking
4. Monitor learning, provide feedback, and adjust learning activities
5. Use instructional time effectively
6. Communicate clearly and accurately in oral and written discourse
7. Integrate technology into instruction
8. Impact student learning as evidenced by formative and summative assessments

#### **Teacher Preparation Program Goal 4: Professional Responsibilities (TPOA Domain D)**

Candidates will:

1. Reflect on teaching
2. Demonstrate a sense of efficacy (assume responsibility for student learning)
3. Build professional relationships
4. Communicate with families
5. Maintain accurate records
6. Grow and develop professionally (service, memberships, use of research)
7. Demonstrate a professional demeanor (adhere to school policies, dress and behave in a professional manner)

- I. Course Outline:** Many activities listed in the outline overlap and continue throughout the placement. The outline is meant as a general guide, not as a hard-and-fast directive. A specific timeline of when assignments are due is included at the end of this handbook.

#### **Early in the semester:**

- Class profiles of all classes
- Review of material related to students with special needs
- Consultation with counselors and other school professionals regarding students
- Examination of curriculum in the discipline and school
- Review of texts and other learning materials used in the classroom
- Developing rapport with cooperating teacher and colleagues
- Becoming familiar with school policies
- Understanding classroom protocols and rules
- Observation of cooperating teacher and other teachers in the discipline
- Becoming familiar with community and parental concerns
- Review of pertinent Arkansas Curriculum Frameworks and standards set forth in the discipline by professional organizations
- Becoming familiar with precedents established in the classroom concerning methods and teaching strategies
- Examination of lesson/unit plans devised by the cooperating teacher
- Developing familiarity with evaluation/assessment instruments
- Examination of grading scale and policies
- Teaching individual lessons (designed by teacher or intern)
  
- Writing goals and objectives for lessons/units of instruction based on knowledge of students
- Using content knowledge in designing instruction
- Selecting methods and student activities appropriate for learners and objectives

- Identification of appropriate resources for lesson/unit preparation
- Devising assessment measures appropriate for students and aligned with goals/objectives
- Writing of lessons/units of instruction connecting past, present, and future content
- Teaching of one or two classes through modeling and/or teaming with mentor teacher
- Collaboration with others in lesson/unit planning

**Later in the semester:**

- Communicating learning goals and instructional procedures
- Making content comprehensible to students through multiple methods/strategies
- Challenging students to extend their thinking
- Monitoring classroom learning
- Providing feedback and altering learning activities for student learning
- Using instructional time effectively
- Communicating clearly and accurately in spoken and written discourse
- Employing technology
- Effective classroom persona/teacher presence
- Voice control/posture/gestures
- Student/teacher rapport
- Administering appropriate evaluation/assessment options, including diagnostic, formative, and summative evaluations
- Designing rubrics for evaluation of all assessment measures
- Responding to student work in constructive ways
- Determining grades based on evaluations
- Videotaping teaching episodes
- Reflection, note taking, revisions of lesson/unit plans
- Pathwise observations conducted by mentor teacher
- Evaluation of lessons/units in light of goals and objectives
- Self-evaluation of teaching performance
- Identification of successful/unsuccessful methodologies and strategies
- Revision of plans
- Reflection on practice
- Identification of gaps in experience, course work, knowledge
- Plans for bridging gaps/professional development
- Conferencing with mentors concerning professional growth
- Organization of materials from internship
- Demonstrate the impact on student learning

**J. Field Experience:** The internship is field based. Upon **pre-approval** of the university supervisor, a teacher candidate may substitute in his/her own mentor's classroom if the mentor teacher, building administrator and university supervisor are confident in the teacher candidate's ability to effectively handle the classroom on a **short-term** basis. Many factors are considered in the decision such as the teacher candidate's abilities, classroom setting, number of students, and length of time in the placement. Teacher candidates cannot be paid for substituting.

**K. Course Outcomes/Evaluations:** Candidates will receive an X grade if any of the required assignments are not submitted. Assignments submitted late, incomplete, and/or of poor quality will lower the final grade(s)

for the internship. Candidates will be evaluated using the rubrics attached to the assignments in Chalk and Wire. Final grade for the class will be determined based on the following formula: The score on the Internship II portfolio accounts for 10% of the Internship II grade. Teaching Performance (includes summative TPOA and/or 4 observed lessons) accounts for 50% of the Internship II grade. Assignments (unit plan, impact on learning, journals, daily plans, etc.) account for 40% of the Internship II grade. An intern scoring a “1” on any element of the summative TPOA will receive a “D” or an “F” for the final internship grade. Additionally, the Unit Plan and Impact on Student Learning are used as key assessments in the program. Candidates must make a “2” or better on each element of these two rubrics. If a “1” is received, they must revise and resubmit that portion of the assignment to bring it up to at least a “2” before they can complete the Internship.

**L. Attendance:** In an effort to include more authentic experiences, candidates are expected to attend their field placement site (full-time) and begin when the teachers are required to be in attendance. The professional nature of the internship demands professional behavior in all matters, including punctuality and responsible attendance. Candidates will be expected to attend all scheduled days in the public schools. If an absence cannot be avoided, candidates will be responsible for appropriate accommodations with university and public school professionals. This includes arranging for another time to fulfill obligations in the internship setting. Unprofessional conduct in regard to attendance will result in a conference with the university supervisor and/or Coordinator of Internship II. Continued disregard for professional conduct will result in candidates being asked to drop the internship.

### **M. Student Handbook Policies**

Students are encouraged to familiarize themselves with all policies listed in the UCA Student Handbook, including the Academic Misconduct and Sexual Harassment Policies. The handbook can be viewed through the UCA web site. The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or \*any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

### **Student Academic Appeals: Grade Appeals**

The College of Education's Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the University of Central Arkansas Student Handbook. It specifically defines a timeline for the appeal process. A student who wishes to appeal the final grade in a course should follow the guidelines found in the College of Education Student Academic [Grade Appeal Policy](#). This policy is located on “policies” link of the College of Education website.

### **Professional and Ethical Conduct Policy**

Because the standards of the education profession exceed those addressed in other university or college policies, the COE Professional Education Unit has adopted a [Professional and Ethical Conduct Policy](#) to address those professional and ethical behaviors. In essence, this policy states that students must adhere to the prescribed professional and ethical standards of the profession for which they are preparing. The policy document provides a definition of professional and ethical misconduct, guidelines for reporting misconduct, and an appeal process. It is located on the “policies” link of the College of Education website. UCA adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 450-3613.

## **N. Bibliography**

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- Wentz, P.J., & Yarling, J.R. (1994). *Student teaching casebook for supervising teachers and teaching interns*. New York: Macmillan.

Week	Assignment
Week 1	Submit Teacher Candidate Information Form
Week 2	Confirm date/time for Observation #1 with supervisor Complete and submit Philosophy of Education Submit Journal Entry #1 (Include the date in the title for all journal entries; check with supervisor for topic and deadline info)
Week 3	Submit Journal Entry #2 (Check with supervisor for topic and deadline info) Submit Guidance and Behavior Plan
Week 4	Submit Class Profile and Lesson Plan at least 48 hours prior to visit Observation #1 Submit Reflection for Observation #1 within 24 hours after visit Submit Journal Entry #3 (Check with supervisor for topic and deadline info)
Week 5	Submit Professional Development Plan (Part I) Submit Journal Entry #4 (Check with supervisor for topic and deadline info)
Week 6	Submit Observation Log Submit Journal Entry #5 (Check with supervisor for topic and deadline info)
Week 7	Submit Class Profile and Lesson Plan at least 48 hours prior to visit Observation #2 Submit Reflection for Observation #2 within 24 hours after visit Submit Journal Entry #6 (Check with supervisor for topic and deadline info)
Week 8	Submit Journal Entry #7 (Check with supervisor for topic and deadline info) Work on Unit Plan and Impact on Student Learning Project
Week 9	Submit Journal Entry #8 (Check with supervisor for topic and deadline info) Distribute to students the permission to videotape forms (if required by school) Finalize plans for Impact on Student Learning Project/Unit Plan
Week 10	Submit Unit Plan Submit Journal Entry #9 (Check with supervisor for topic and deadline info)
Week 11	Unit Pre-Test for Impact on Student Learning Project Submit Class Profile and Lesson Plan for videotaped observation Observation #3 (Videotaped) Submit completed Formative Observation Form and Lesson Scoring Rubric Submit Reflection for videotaped observation Submit Journal Entry #10 (Check with supervisor for topic and deadline info)
Week 12	Complete Post-Test for Impact on Student Learning Project Analyze data from pre/post-test Submit Journal Entry #11 (Check with supervisor for topic and deadline info)
Week 13	Submit Impact on Student Learning Project Submit Class Profile and Lesson Plan at least 48 hours prior to visit Observation #4 Submit Reflection for Observation #4 within 24 hours after visit Submit Journal Entry #12 (Check with supervisor for topic and deadline info)
Week 14	Submit Journal Entry #13 (Check with supervisor for topic and deadline info) Submit Professional Development Plan (Part II) Submit Reflection on Guidance and Behavior Plan Personalize Chalk and Wire homepage (include photos of you with students)

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Week 15	Write and submit reflective essays – one for each domain Complete program surveys on-line (Check UCA e-mail for links.) Print completed survey certificates to submit to Mrs. Farris at final meeting Verify that all components of portfolio are complete and Submit finished portfolio to university supervisor <u>no later than READING DAY</u>
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<b>INTERNSHIP II</b> <b>TASK COMPLETION CHART</b> <b>MISSING ASSIGNMENTS Result in "X" for</b> <b>Course Grade</b>		<b>Student:</b> <b>Supervisor:</b> <b>Semester/Year:</b>
Student Assignments	NOTES	
Candidate Information Form		
Philosophy		
Lesson 1 Class Profile/Lesson Plan		
Lesson 1 Reflection		
Lesson 2 Class Profile/Lesson Plan		
Lesson 2 Reflection		
Lesson 3 Class Profile/Lesson Plan		
Lesson 3 Reflection		
Lesson 3 Video Self-Scoring		
Lesson 4 Class Profile/Lesson Plan		
Lesson 4 Reflection		
Unit Plan (Any "1" requires revision)		
Impact on Student Learning (Any "1" requires revision)		
Guidance and Behavior Plan – Part I		
Guidance and Behavior Plan Reflection		
Observation Log		
Professional Development Plan – Part I		
Professional Development Plan – Part II		
Domain A Reflection (Releases TPOA Domain A)		
Domain B Reflection (Releases TPOA Domain B)		
Domain C Reflection (Releases TPOA Domain C)		
Domain D Reflection (Releases TPOA Domain D)		
Upload and submit picture/quote on home page (Overall Portfolio)		
<b>**Assessed by supervisor in final portfolio rubric at end of semester after Overall Portfolio is submitted</b>		
Daily Lesson Plans		
Integration of Technology		
Internship Journal		
Attendance		
Ethics and Academic Honesty		
Meets Deadlines		
Domains A,B,C,D, Reflections		
<b>Mentor Teacher end-of-semester task</b>		
Evaluation of University Supervisor		
Letter of Reference of Candidate (hard copy or online)		
<b>University Supervisor tasks (All Scoring Completed in Chalk and Wire by Tuesday of Finals Week)</b>		
Initial meeting with students		
Hello visit at school site		
Assess all assignments throughout semester listed under "Student Tasks"		
Mid-term form (hard copy) – collaborate with mentor		
Four formal observations (minimum)		
Final TPOA – (in Chalk and Wire) collaborate with mentor – rubrics released with each Domain Reflection submission (Any "1" results in course grade of "D" or "F")		
<b>Assign Final Grade (Overall Portfolio = 10%; TPOA "and" 4 observed lessons = 50%; Assignments = 40%)</b>		