

University of Central Arkansas
ENGL 4680/4681: English Education Internship II
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This document is designed to serve as a supplement to your College of Education Internship II Handbook, and it includes instructions and deadlines specific to English Education students. Please contact Dr. Smith if you need assistance on any assignment prior to the deadline.

POLICIES AND PROCEDURES

Communication: Communication is important during the Internship II semester. I will not see you very often and will have no way of knowing if you are receiving the support you need to be successful unless you communicate with me. I can fix almost any problem early in the semester, but it becomes more difficult later in the semester!

Email will be our primary method of contact. I check it often and try to reply quickly during business hours. I will likely reply more slowly in the evenings and on the weekends.

In an emergency situation, you may contact call or text me on my cell phone. (For instance, if I am supposed to observe you at 8AM, but you have a flat tire and will be late for school, you should text me.)

You are also encouraged to follow the UCA English Education Facebook page, where I will be posting teaching resources and ideas: <https://www.facebook.com/ucaenglisheducation>

Attendance: During the first week of placement, you and your mentor teacher should come to an agreement about how you will notify her/him if you have to be absent. In addition, you need to email me on the day of your absence, preferably first thing in the morning and submit the required attendance form to the College of Education (see your handbook from the COE). If you miss a day, you should plan to make it up at the end of the semester. [A minor head cold is likely not a good reason to miss. More significant illnesses, family emergency, etc. will be allowed.]

Deadlines and Extensions: If you feel you have a significant extenuating circumstance that warrants an extension, please contact me **before the due date**. I understand that, in some cases, deadlines need to be flexible in order to accommodate the realities of your internship site. I am willing to grant extensions if (a) I am notified at least 48 hours in advance, and (b) the student is not taking advantage of the extensions policy—in other words, only requests an extension 1 or 2 times during the semester. Deadlines for Unit Plans and Impact on Student

Learning assignments will be flexible because these assignments are dependent on the schedule of your individual classrooms.

Professional and Ethical Conduct Policy

Because the standards of the education profession exceed those addressed in other university or college polices, 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, and there is more information in your handbook.

Academic Integrity: 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.

Quality of Written Work: As future English teachers, your oral and written expression will always be held to a higher standard than all other educators. Papers are expected to be written at a college level, following the standard expectations for correct grammar, spelling, punctuation, and organization. I will not mark writing errors, but will take into account whether or not the paper meets expectations for college level writing in assessment. If I feel there is a significant problem in your oral or written expression, I will request a meeting with you so we can develop a plan for improving your skills. You may be asked to revise and re-submit your work if there are significant errors.

ASSIGNMENTS: DEADLINES AND ADDITIONAL INSTRUCTIONS

Note: Any time you need assignment instructions or templates, refer to this website BEFORE emailing me with questions:

http://uca.edu/teaching/secondary_education/lessonformsandinternshipinfo/

Always review rubrics in Chalk and Wire, all instructions provided by the College of Education, and my instructions, templates, and examples (provided for major assignments. They are on Blackboard) before submitting an assignment.

Teacher Candidate Info Form: Uploaded to Chalk and Wire by **Friday, January 9.**

Journals: You will be expected to keep a **weekly** journal of your experiences. Journals will be **due every Sunday at 6pm starting January 11 (this will be “week 1” in Chalk and Wire)**. I want you to write about the highs and lows of your week, interactions with students, things that surprise you, memorable learning experiences (for you OR your students), funny stories, the things you are learning, etc. I recommend writing a short reflection at the end of every day (recommended). Date your reflections. You will upload these to Chalk and Wire.

Philosophy of Education: This will be due by **6pm on Sunday, January 11**. Remember to read instructions carefully and review the rubric before you write. You have a draft from ENGL 4358, and you are expected to use my feedback to revise that for this assignment. You are also encouraged to turn it in early.

Guidance and Behavior Plan: Part 1 will be due by **6pm on Sunday, January 11**. Part 2 will be due **by 6pm on Sunday, April 19**. (See COE website for instructions and templates.)

Observation Log: You will be required to observe 5 teachers other than your host teacher. The observation log and completed “Lesson Observation Forms for Interns” (see COE website) must be submitted to Chalk and Wire **by April 5**. When you complete the observation forms, you should be recording concrete details of events in the classrooms. This will include verbatim speech from teachers and kids, descriptions of assignments or other classroom events, etc. I highly recommend completing this assignment early in the semester, before you’re busy teaching your unit plan.

Professional Development Plan: Part 1 due **January 11**. Part 2 due **April 19**. **Use the form provided on Blackboard**. For Part 1, complete sections 1-4 on the PD form. For Part 2, go back, finish the form (complete sections 5 and 6), and submit the entire, completed form.

***Do the best you can. These are the forms ADE requires of all teachers annually, and they are a little confusing. We use them during internship to give you a chance to practice and ask questions before you have to do them “for real” next year. Email me if you need me to help you decipher any of the questions.**

Mid-semester Checkpoint and Summative TESS: Domain 4 of the TESS rubric addresses various professional responsibilities such as professional development, parent communication, and professional collaboration. Domain 4 will be assessed twice during the semester: March 4 (mid-term) and at the end of the semester (April 24). For each checkpoint you need to upload:

- Artifacts representing experience with the professional elements represented in Domain 4. This can include materials from PD at your school, certificates of completion for online PD required pre-certification, parent communication logs, or anything else that you believe represents your experience and learning around professional responsibilities.
- The “UCA Professionalism Reflection” found on the COE website. (the second time you complete this, you may want to add to the mid-semester version, using a different color

font to clearly delineate between your experiences in the first and second halves of the semester.)

Supervisor Observed Lessons: I will observe you 4 times this semester. Lesson plans and class profiles should be uploaded to Chalk and Wire at **48 hours before the scheduled observation**, and your mentor teacher needs to review and approve all lessons. It is likely that you will collaborate with your mentor teacher to develop lessons, or she/he may have recommendations for revision. You will also record your third observed lesson so you can complete a self-evaluation of your teaching. **You should plan at least 1 observation (and possibly 2) to occur during your unit plan. All observations should be complete before April 17.**

Supervisor availability: Schedule your observations at least a week in advance. I am available:
Mondays: often all day, but sometimes I have afternoon meetings.
Tuesdays: After 10am
Thursdays: After 10am
Wednesdays and Fridays are possible, but only in the event that we can't make M/T/Th work.

Lesson reflections must be uploaded within 72 hours following the observation. This is the most important written document you will produce for each observation, and I expect you to be detailed and thorough. You need to write about your own learning, as well as your students'.

Use the lesson plan, reflection, and analysis templates posted on Blackboard, not on the COE website. It is your responsibility to use the correct templates. (Same as Internship I with one minor revision)

Unit Plan and Impact on Student Learning: Follow the instructions for the Unit Plan and Impact on Student Learning posted on Blackboard. It is very important that you read the unit plan rubric so you know exactly what is expected of you and include all required components. The Impact on Student Learning assignment is connected to your assessment plan for the unit, so you need to understand the expectations of both assignments and plan them together.

Your unit plan should encompass approximately **10 days of instruction**; this will vary depending on content and school schedule. When writing your unit plan, use the "Abbreviated Lesson Plan Template" rather than the longer "Lesson Plan Template"—which is the more detailed template you use for your observed observations. **(Again, use the templates I have provided on our Blackboard site.)**

Deadlines for your unit plans will vary depending on when you are going to be teaching them. Please upload your unit plans 3 school days before you will begin teaching. I expect that your mentor teacher will see the unit plan before you finalize it and submit it. It is likely that she or he will have feedback and recommendations for you. Impact on Student Learning will be submitted after you have finished teaching your unit plan and assessing your students. (Approximately 1 week after the end of the unit.) **Unit plan and Impact on Student Learning**

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should be submitted no later than April 19 unless you have made prior arrangements with me.

Finishing the semester: The last day to turn in all work in **April 24**. You will be 100% done before finals even start!