Middle Level and Secondary Internship II
Syllabus

A. Course Title: INTERNSHIP II (ART 4690 & 4691, 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. Course 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’ Educators Preparation Programs, which is outlined below. This framework is based on TESS, 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 CAEP 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.

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.

**D. Required Texts:** Students are required to have an active subscription to Chalk and Wire.
E. Conceptual Framework

The UCA Educator Preparation Programs (EPP) will promote every educator’s sense of professional efficacy. Professional efficacy affects an educator’s sense of responsibility and competence to contribute to the growth and development of all learners and is grounded in:

- content and pedagogical knowledge,
- guided clinical experiences with diverse students in diverse settings,
- collaborative learning communities,
- authentic assessment and reflective decision making,
- professional integrity including leadership, collaboration, and service.

How does “Internship II” address the UCA Educator Preparation Programs’ (EPP) vision of enhancing every educator’s sense of professional 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 TESS, Teacher Excellence and Support System- *A Framework for Teaching*, a program developed by Charlotte Danielson and adopted by the Arkansas Department of Education as the model for the teacher licensure system. In addition to meeting the goals listed below, candidates are required by the Arkansas Department of Education to complete professional development training in Child Maltreatment, Teen Suicide Awareness Prevention, Dyslexia (2014), and Effective Parental Involvement Strategies. 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 (TESS Domain 1)**
Candidates will:

1a Demonstrate knowledge of content and pedagogy
1b Demonstrate knowledge of students
1c Set instructional outcomes
1d Demonstrate knowledge of resources
1e Designing Coherent Instruction
1f Designing Student Assessments

**Teacher Preparation Program Goal 2: Classroom Environment (TESS Domain 2)**
Candidates will:

2a Creating an environment of respect and rapport
2b Establishing a culture for learning
2c Managing classroom procedures
2d Managing student behavior
2e Organizing physical space

**Teacher Preparation Program Goal 3: Instruction (TESS Domain 3)**
Candidates will:
3a Communicating with students
3b Using questioning and discussion techniques
3c Engaging students in learning
3d Using assessment in instruction
3e Demonstrating flexibility and responsiveness

Teacher Preparation Program Goal 4: Professional Responsibilities (TESS Domain 4)  
Candidates will:
4a Reflect on teaching
4b Maintain Accurate Records
4c Communicating with families
4d Participating in a professional community
4e Growing and developing professionally
4f Showing professionalism

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 (Prep for the Lesson Plan Analysis)
• 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, Common Core Standards, and/or other 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
• TESS 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. Candidates may NOT substitute for a teacher other than their mentor teacher. 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. Candidates are not allowed to serve duty ALONE.

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: 50% Observations and TESS Evaluations and 50% All Other Assignments. An intern scoring a “1” on any element of the summative 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.

Key/Core Assessments: Throughout the program candidates will complete certain assignments known as “key assessments” or “core assessments.” These assessments are used to demonstrate competencies to UCA and/or to our accrediting agency. Candidates must score a basic or above on each element of the scoring rubric for each model assessment in order to pass that
assessment. While the score earned on the initial submission is recorded permanently in the grade book, candidates must resubmit any section on which an unsatisfactory was earned. In other words, though revisions are required, they will not raise the candidate’s grade on the assignment. If the appropriate changes are not made by the time grades are due, an X will be posted until the appropriate revisions are made.

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 for Middle and Secondary. Tardies are likewise considered unprofessional and can result in the removal from the internship program. 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 to include the UCA Sexual Harassment Policy and the relevant academic policies. The handbook can be viewed through the UCA web site. The handbook can be viewed through the UCA web site - http://uca.edu/student/student-handbook/. Language from the handbook is excerpted below.

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 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.
Americans with Disabilities Act
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.

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 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.

Title IX Disclosure
If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to "student-on-student" or "employee-on-student"), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs and the obligation to conduct an investigation will depend on those specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: https://uca.edu/titleix.

Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

Evaluations (Fall & Spring)
Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the twelfth week of instruction through the end of finals week by logging in to myUCA and clicking on the Evals button on the top right.

N. MASHBURN EMERGENCY PLAN

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at [http://uca.edu/mysafety/bep/](http://uca.edu/mysafety/bep/). Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

All UCA students taking classes in Mashburn Hall should be familiar with the Mashburn Emergency Plan located at the following link: [http://uca.edu/mysafety/files/2013/06/bep-mashburn-eps-20122013r2.pdf](http://uca.edu/mysafety/files/2013/06/bep-mashburn-eps-20122013r2.pdf)
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