COURSE TITLE: EDE 3942 Internship I (Elementary)

COURSE DESCRIPTION: Student teaching in an elementary school under the supervision of a certified classroom teacher.

CREDIT HOURS: 3 Semester Hours (Undergraduate)

PREREQUISITES: MAE 2801, EDG 4410, RED 3012, TSL 4080 & RED 4519.

COREQUISITES: MAE 4326, RED 4942, and EDE 4223 must be taken concurrently with this internship

INTENDED AUDIENCE: Elementary education students who have completed all prerequisites and are seeking to become certified teachers.

INSTRUCTORS:

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- Supervising Teachers Lake County Public Schools

Also: College of Education’s Office of Clinical Experiences  ED 110, hours Mon- Fri 9:00 a.m. – 5:00 pm  407-823-2436

INTENDED AUDIENCE: Undergraduate elementary education majors who have completed all or most course work except internship corequisite courses.

COURSE GOALS AND OBJECTIVES: The two main goals describing the experience of Internship I are (1) to orient pre-service teachers to the profession (i.e., role of the public school, school operations, and teacher responsibilities); and (2) to facilitate the development of knowledge, skills, and dispositions related to preparing for instruction, presenting subject matter, managing student behavior, and performing other roles of the teacher. Internship I serves as a beginning student teaching experience in the profession of education, where the theories, knowledge and skills developed through coursework and observation are fused into more meaningful interpretation through practical experience in actual teaching situations. This initial experience is designed to give the pre-service teacher short, successful experiences that are linked to coursework. In Elementary Education, Internship I is tied to learning experiences: MAE 4326, RED 4942, and EDE 4223 must be taken concurrent with this internship. Rather than having responsibility for the full day of programming, pre-service teachers in Internship I are asked to focus upon the following objectives, which are aligned with applicable standards as indicated.
COMPETENCIES AND RELATED OBJECTIVES:

Key:
ELL – English Language Learner
ESOL - English to Speakers of Other Languages
FEAP - Florida Educator Accomplished Practices
PEC – Professional Education Competencies

Objectives (NOTE: Bold print items apply to ESOL-infused programs): To successfully complete Internship I, students will:
1. Directly observe behaviors and attitudes of students, the techniques and methods of the supervising teacher, human growth and developmental stages, special needs of ELL students and techniques of classroom management. Keeping a journal or reflections and completing related forms in the UCF Student Teaching Handbook provide the evidence that this objective has been met (FEAP/PEC 7, 9, 10, 11, PEC 14; ESOL 2, 3).
2. Show evidence of planning. Produce lesson plans and unit plans which reflect the use of appropriate instructional methods and strategies of meet the needs of all students within the context of the regular classroom. Apply knowledge of first and second language acquisition processes. (FEAP/PEC 5, 7, 10, PEC 14; ESOL 5, 16)
3. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to ELL students. Apply content-based approaches to instruction. (FEAP/PEC 8, 9, 10, 11, PEC 14; ESOL 6, 12, 15).
4. Maintain the minimal semester requirements in terms of record keeping and communication with the University Internship Liaison and the supervising teacher. See evaluation for specific forms of record keeping and communication. (FEAP/PEC11)
5. Complete related assignments connected to Internship I co-requisite courses where applicable. (For programs with co-requisites, see co-requisite course syllabi for standards references)
6. Demonstrate designated Florida Educator Accomplished Practices (FEAPs) as indicated below. Demonstration of the FEAPs will be documented on the Internship I Performance Profile.

ASSESSMENT FEAP/PEC 1, PEC 14; ESOL 12, 14, 17, 19, 20, 21, 25
The intern will be able to:
1. select the appropriate instruments or techniques for assessing student learning or learning needs.
2. utilize assessment data to modify instruction for optimal student learning.
3. demonstrate the ability to orient students to test-taking strategies; reduce students’ test-taking anxiety; control potential distractions; and, provide students with feedback that corrects errors in understanding.
4. demonstrate an understanding of the contents and procedures for maintaining student records and the laws and policies governing student records.
5. adapt assessment instruments and strategies to levels appropriate to ESOL students.
6. demonstrate the ability to utilize the technology available at the school site to record and/or analyze student progress.
COMMUNICATION FEAP/PEC 2, PEC 14; ESOL 18

The intern will be able to:
1. establish a positive learning climate by communicating procedures effectively; encouraging students in a positive way; communicating high expectations for all students; and maintaining standards for mutually respectful interaction.
2. provide students opportunities to learn from one another.
3. motivate, encourage, and support individual and group inquiry.
4. show acceptance and value of student responses by seeking clarification or elaboration.
5. ignore or redirect digressions without devaluing a student’s response.
6. utilize verbal and non-verbal communication to demonstrate acceptance, encouragement, support, and respect as well as to enhance student performance.
7. utilize specific academic praise to indicate what was praiseworthy about, or the implications of, a student’s response.
8. correct students’ errors by giving a correction, or assist students in correcting their own errors by providing an explanation, additional information, or asking additional questions.
9. print/write legibly and accurately according to the school model.
10. utilize standard forms of spelling, grammar, punctuation, and capitalization during instruction and in all written work and correspondence.
11. modulate voice quality and level to add interest and stress important information.
12. utilize the most effective technology available related to communication needs.
13. develop professional short and long-term goals related to communication.

CONTINUOUS IMPROVEMENT FEAP/PEC 3, PEC 14; ESOL 19

(Continuous Improvement will also be documented through assignments in EDE 4223.)

The intern will be able to:
1. realize that the preprofessional teacher is in the initial stages of a life-long learning process and self-reflection is a key component of the process.
2. self-reflect upon classroom events and make modifications accordingly to instruction, communication, and management strategies.
3. invite, accept, and utilize feedback from the supervising teacher, colleagues, administrators, and the university supervisor and make modifications accordingly (in a non-defensive manner).
4. participate in the development of a personal professional development plan to guide improvement.
5. demonstrate respect for diverse perspectives, ideas, and opinions.
6. increase own professional growth by participating in training and professional development activities as available and applicable.
7. observe others and be able to demonstrate the skills involved.
8. work as a reflective practitioner and develop the skills to recognize problems, research solutions, and evaluate outcomes.
9. learn from peers and colleagues and develop professional relationships.
10. react appropriately under stress; demonstrate flexibility and self control; respect responsibility for own actions and not blame others or project weaknesses onto others.
11. develop professional short and long-term goals related to continuous growth.
DIVERSITY FEAP/PEC 5, PEC 14; ESOL 2, 3, 4, 25

The intern will be able to:
1. demonstrate knowledge and awareness of varied cultures.
2. create a climate of openness, inquiry and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
3. accept and value students from diverse cultures and treat all students equitably.
4. demonstrate knowledge about different learning styles and provide a variety of activities to meet the various students’ learning styles.
5. acknowledge the importance of family and family structure to the individual learner.
6. promote student responsibility, appropriate social behavior, integrity, and valuing of diversity through learning techniques.
7. provide learning activities that will encourage the students to practice skills and gain knowledge needed in a diverse society.
8. demonstrate knowledge of similarities and differences among various ethnic, cultural, linguistic, and economic groups.
9. apply cross-cultural knowledge to classroom management techniques.
10. utilize technology in the instruction of diverse groups.
11. develop short and long-term professional goals relating to diversity.

HUMAN DEVELOPMENT AND LEARNING FEAP/PEC 7, PEC 14; ESOL 8

The intern will be able to:
1. use previously acquired knowledge to link new knowledge and ideas to familiar ideas.
2. use multiple activities and strategies that engage and motivate students at appropriate developmental levels.
3. vary activities to take into account students’ various learning needs, developmental levels, and experiential backgrounds.
4. demonstrate instructional interpersonal skills that assist students in developing a positive self-concept.
5. become familiar with technology and other tools that are appropriate to students’ developmental levels to enhance instruction.
6. develop short and long-term professional goals related to human development and learning.

LEARNING ENVIRONMENTS FEAP/PEC 9, PEC 14; ESOL 5, 6, 7, 10, 12

(LEARNING ENVIRONMENTS will also be documented through assignments in RED 4942.)

The intern will be able to:
1. understand the importance of setting up effective learning environments using techniques and strategies to do so including those with student input and work with individuals, small groups, and the entire class.
2. practice a variety of techniques for establishing smooth and efficient routines.
3. apply the established rules and standards for behaviors consistently and equitably.
4. recognize cognitive and affective needs of students and establish learning environments and use activities to meet those needs.
5. provide students opportunities to be accountable for own behaviors.
6. monitor learning activities and behaviors for understanding off-task behaviors; demonstrate general classroom awareness.
7. use learning time effectively and efficiently to maintain instructional momentum.
8. establish routines to ensure smooth transitions between activities.
9. provide clear and age-appropriate directions for activities and routines.
10. maintain students’ academic focus by use of varied motivational techniques.
11. arrange classroom furniture, equipment, and instructional aids to facilitate teaching, learning, and safety.
12. use appropriate verbal and non-verbal cues for reinforcing and modifying student behavior.
13. inform students about objectives, learning tasks, and performance expectations and summarize main points at end of lesson.
14. provide opportunities for review and practice.
15. make adjustments as needed for second language learners related to the learning environment.
16. develop short and long-term professional goals related to learning environments.

Required Texts and Readings:
College of Education Student Teaching Handbook: A Guide for Field Experiences and Clinical Practice

Academic Course Requirements:
A. First day report. Completed by the pre-service teacher and returned to MAE 4326 instructor and e-mailed to tlp@mail.ucf.edu by end of the first week.
B. Roles and Responsibilities Plan. Completed with Supervising Teacher by end of first week.
C. Internship I Checklists for Placement 1 and Placement 2. These are completed by intern, signed by supervising teacher, and turned in to RED 4942 instructor at end of each placement.
D. Internship I Performance Profile is completed by Supervising Teacher and turned in with 2 lesson observations (completed by Supervising Teacher) to RED 4942 instructor at end of each placement.
E. Students are also required to keep a record of their artifacts, products and activities related to ESOL competencies in their FLORIDA PERFORMANCE STANDARDS for ESOL-IN-PROGRESS notebook.

Evaluation and Grading: Pre-service teachers will receive a grade of either “S” (satisfactory) or “U” (unsatisfactory). This grade is based on school performance as reflected in the Internship I Performance Profile. A passing grade indicates that the intern has demonstrated developing achievement of the competencies identified on the Performance Profile. These competencies reflect Florida’s Educator Accomplished Practices as noted on the Performance Profile.

Documents for Internship Evaluation
a. First Day Report
b. UCF Internship Observation Form (2 per placement)
c. Internship I Checklists (one per placement)
d. Internship I Performance Profile
e. ESOL Performance Profile (as applicable; will be completed in Internship II)
**Internship Evaluation**

f. The levels of performance are **Developing (2)** and **Not Developing (1)**

g. Definitions of Levels of Performance

**Developing (2)** – intern is beginning to incorporate all listed skills (see Performance Profile) in his/her instructional repertoire.

**Not Developing (1)** – intern has not developed or used one or more of the listed skills (on Performance Profile).

h. Evaluation Indicators

**Submitting Evaluations**

a. Evaluations are based on observations by supervising teachers. If supervising teacher has concerns, the Internship Liaison may also contribute to the evaluation.

b. Performance Profile is submitted at end of each placement to the RED 4942 instructor who will then deliver to Internship Liaison. If the Internship Liaison has Internship II students in the same school, the intern may deliver forms to the Liaison directly; however, the intern MUST inform in writing the RED 4942 instructor that this has occurred.

**Mode of Instruction:** Field-based observation and activities accompanied by reflective activities. Support and mentoring are provided by ongoing feedback from the Supervising Teacher.

**Administrative Course Requirements:**
Students are to comply with the Code of Ethics of the Education Profession in Florida (SBE Rule 6B-1.001) and Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-1.006), the UCF College of Education Code of Professional Conduct, and the UCF Golden Rule provisions for Student Academic Behavior.

**IX. Bibliography**