UNIVERSITY OF CENTRAL FLORIDA  College of Education

COURSE TITLE: XXX 3940 Internship I (Secondary/K-12) (Prefixes are content-area specific, i.e. ARE, FLE, LAE, MAE, SCE, SSE)

COURSE DESCRIPTION: Student teaching in a secondary (and/or elementary for K-12 programs) classroom under supervision of a certified classroom teacher.

CREDIT HOURS: 3 Semester Hours (Undergraduate)

PREREQUISITES: EDG 4410. Program-specific prerequisites may also apply – see specific program description in undergraduate catalog for details.

COREQUISITES: Program-specific co-requisites may apply – see specific program description in undergraduate catalog for details.

INTENDED AUDIENCE: Teacher education majors in selected secondary and K-12 programs who have completed all prerequisites and are seeking to become certified teachers.

INSTRUCTORS:
- University Coordinator & Western Region Liaison: Sheryl Needle Cohn, Ed.D
  South Lake Campus  352-536-2177  scohn@mail.ucf.edu  M,W,R 5-7pm

In addition to the *Supervising Teacher in the classroom, each intern is assigned an Internship Liaison who is a UCF faculty member. The Internship Liaison is the contact person for any problem-situations the intern may encounter.

OFFICE HOURS: Students needing assistance should contact the assigned Internship Liaison above or the UCF College of Education’s Office of Clinical Experiences
ED 110  407-823-2436 Mon/Thu 8:00 a.m. – 6:00 p.m., Tue/Wed/Fri 8:00 a.m. – 5:00 p.m.

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. 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.
Objectives (NOTE: Bold print items apply only to ESOL-infused programs): To successfully complete Internship I, students will:

1. Directly observe with regards to behavior 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. (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. Assist the supervising teacher in handling classroom routines and actual teaching experiences as individual readiness indicates. **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. 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)

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

**Major Topics:** This course is a field experience, which provides students in teacher education programs actual classroom experience in the profession of education. In this course, students will apply the theories, knowledge, and skills developed through coursework under the supervision of a certified teacher. Through observation and practical experiences in actual teaching situations, Pre-service teachers will gain real life experiences necessary to link theory and practice.

**Academic Course Requirements:** **All forms can be found at [http://www.education.ucf.edu/clinicalexp](http://www.education.ucf.edu/clinicalexp)**

A. First Day Report: Completed by the Pre-service teacher and returned to Internship Liaison at first Internship Seminar.

B. Internship I Roles and Responsibilities Plan: This form gives a time line of when activities should be completed by both the Pre-service teacher and the supervising teacher. The intern should meet with the supervising teacher the first week of the internship to go over the requirements and expectations.

C. Internship Checklist: This form gives the tasks which are required to successfully complete for Internship I. Both the Pre-service teacher and the supervising teacher must initial this form for each of the tasks. This form will be turned in at the final Internship
Seminar.
D. Internship I Observation Form: This form will be completed by the supervising teacher for any formal observations. Two formal observations are required, one during weeks 2 – 5 and one during weeks 6 – 9 (items 4 and 5 on checklist). These forms should be signed by the Pre-service teacher and the supervising teacher and will be stapled to the Internship Checklist.

E. Intern Performance Profile: This form will be completed by the supervising teacher. Both the Pre-service teacher and the supervising teacher must sign this form. Specific feedback should be provided to the Pre-service teacher, particularly in any areas which are rated at a Level 1. This form will be completed twice – at midpoint and at final. The Midpoint Performance Profile will be turned in at the second Internship Seminar. The Final Performance Profile will be turned in at the final Internship Seminar. In both cases, the Performance Profile should be submitted in a sealed envelope with both the intern and the supervising teacher’s signatures across the seal.

F. Internship Seminars: Three (3) Internship Seminars and one HAPPY Hour Workshop are required during the semester (item 7 on checklist). The intern is excused from Internship on the days of the Internship Seminars. The HAPPY Hour workshop should be scheduled on the Intern’s own time. There are a variety of Happy Hour Workshops from which to choose. (Go to “Workshops” at http://education.ucf.edu/happy hour for the workshop schedule.) Seminars will be half-day. Students in Mathematics, Science, and Foreign Language Education will attend the morning session (9:30 AM). Students in Social Science, English/Language Arts, and Art Education will attend the afternoon session (12:30 PM).

Evaluation and Grading: Pre-service teachers will receive a grade of either “S” (satisfactory) or “U” (unsatisfactory). This grade is based on school performance and assignments such as the following. A passing grade indicates achievement of Level 2 for all areas indicated on the Final Internship I Performance Profile. These competencies reflect Florida’s Accomplished Practices, as well.

Mode of Instruction: Field-based observation and activities accompanied by reflective activities. Support and mentoring are provided by 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.

Bibliography