COURSE TITLE: EDE 4943 Internship II (Elementary)

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

CREDIT HOURS: 12 Semester Hours (Undergraduate)

PREREQUISITES: Completion of all other required courses in the program (see undergraduate catalog). Exceptions require program-level approval.

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

INSTRUCTORS: In addition to the supervising teacher in the classroom, each intern is assigned a University Coordinator who is a UCF faculty member. Coordinators make periodic observations and evaluations of interns’ performance.

OFFICE HOURS: Students needing assistance should contact the assigned Coordinator or the UCF College of Education’s Office of Clinical Experiences (OCE). OCE is located in ED 110. OCE operating hours are Mon/Thu 8:00 a.m. – 6:00 p.m., Tue/Wed/Fri 8:00 a.m. – 5:00 p.m.

E-MAIL ADDRESS: Coordinators will provide their e-mail address to their assigned interns.

OFFICE NUMBER: OCE Phone Number: 407-823-2436

GOAL: To assume the roles and responsibilities of a classroom teacher; to demonstrate competence in the Florida Educator Accomplished Practices, the Professional Education Competencies, the ESOL Performance Standards, and applicable Florida-adopted Subject Area Competencies; and to demonstrate personal attributes and dispositions that reflect the UCF College of Education’s Conceptual Framework, “Facilitating Reflective Practitioner.”
COMPETENCIES AND RELATED OBJECTIVES:

**KEY:**  
FEAP = Florida Educator Accomplished Practices  
PEC = Professional Education Competencies  
ESOL = English to Speakers of Other Languages Performance Standards  
FSAC = Florida-adopted Subject Area Competencies

**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. collect, analyze, and utilize student data from a variety of sources, including traditional, alternative, formal and informal instruments and strategies.
3. utilize assessment data to modify instruction for optimal student learning.
4. evaluate assessment strategies or instruments utilized on the basis of content validity, reliability, and student responses.
5. 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.
6. utilize a system for recording student progress.
7. demonstrate an understanding of the contents and procedures for maintaining student records and the laws and policies governing student records.
8. adapt assessment instruments and strategies to levels appropriate to ESOL students.
9. 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. communicate with colleagues, administrators, school and community specialists, and families consistently and appropriately.
5. show acceptance and value of student responses by seeking clarification or elaboration.
6. utilize student’s comments to foster or redirect further discussion.
7. ignore or redirect digressions without devaluing a student’s response.
8. utilize verbal and non-verbal communication to demonstrate acceptance, encouragement, support, and respect as well as to enhance student performance.
9. utilize specific academic praise to indicate what was praiseworthy about, or the implications of, a student’s response.
10. 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.
11. communicate with ESOL teachers and parents regarding the progress of their ESOL students.
12. print/write legibly and accurately according to the school model.
13. utilize standard forms of spelling, grammar, punctuation, and capitalization during instruction and in all written work and correspondence.
14. modulate voice quality and level to add interest and stress important information.
15. utilize the most effective technology available related to communication needs.
16. develop professional short and long-term goals related to communication.

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

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. participate in and support the school’s improvement process as 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.

CRITICAL THINKING FEAP/PEC 4

The intern will be able to:
1. provide students opportunities to learn higher order thinking skills.
2. demonstrate effective questioning skills, other instructional strategies, and technologies which lead students to utilize higher order thinking skills.
3. utilize discussions, group interactions, and writing to encourage student problem solving.
4. pose problems, dilemmas, and questions in lessons.
5. vary roles used in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.)
6. encourage students to develop open-ended projects and other activities that are creative and innovative.
7. develop short and long-term professional goals related to critical thinking.
DIVERSITY FEAP/PEC 5, PEC 14; ESOL 2, 3, 4, 25

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

ETHICS FEAP/PEC 6

The intern will be able to:
1. adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
2. make reasonable effort to protect the student from conditions harmful to learning and/or to the student’s mental and/or physical health or safety.
3. encourage a student’s independent action in pursuit of learning.
4. take reasonable precaution to distinguish between personal views and those of any educational institution or organization of affiliation.
5. not intentionally distort or represent facts concerning an educational matter in direct or indirect public expression.
6. not use institutional privileges for personal gain.
7. maintain honesty in all professional dealings.
8. demonstrate a sound work ethic by being dependable, on-time, putting forth adequate effort, investing adequate time in this experience, and being a team-player.

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

The intern will be able to:
1. recognize developmental levels of students and identify differences among groups of students including the cognitive, physical, social, emotional, and language acquisition aspects of development.
2. use previously acquired knowledge to link new knowledge and ideas to familiar ideas.
3. use multiple activities and strategies that engage and motivate students at appropriate developmental levels.
4. vary activities to take into account students’ various learning needs, developmental levels, and experiential backgrounds.
5. be knowledgeable about learning theories, curriculum development, and student development processes.
6. demonstrate instructional interpersonal skills that assist students in developing a positive self-concept.
7. distinguish between typical behavior and severe emotional distress.
8. recognize physical, mental, emotional, and social behavioral indicators of child abuse and neglect.
9. know all rights and responsibilities of all parties involved and the procedure for reporting abuse/neglect incidents.
10. know how to interact appropriately with a child after an abuse/neglect report has been made.
11. know and utilize resources and procedures for referral of students based on their academic, emotional, social, and physical needs.
12. become familiar with technology and other tools that are appropriate to students’ developmental levels to enhance instruction.
13. develop short and long-term professional goals related to human development and learning.

KNOWLEDGE OF SUBJECT MATTER FEAP/PEC 8, PEC 14; ESOL 12;
All applicable FSAC (NOTE: Some FSAC may also relate to other FEAP)

The intern will be able to:
1. demonstrate a basic understanding of the subject matter and communicate knowledge about subject matter that enables students to learn.
2. increase subject matter knowledge in order to integrate topics of study.
3. use the materials and technologies of the subject field to develop learning activities for students.
4. continually acquire currency in subject matter related to his/her field.
5. teach concepts by providing or inducing definitions, examples, non-examples, attributes, and by distinguishing related concepts.
6. teach laws or law-like principles by analyzing cause and effect, stating the causal principle/law, using linking words to connect effects to causes, and providing for application of law or principle.
7. state academic rules, describe/analyze the situation in which the rule applies, and provide for practice in applying the rule.
8. teach value knowledge by stating and exploring the value question, developing criteria of judgment, assembling facts, and testing the value judgment.
9. utilize multiple instructional strategies to introduce new concepts.
10. assess for prior knowledge and link new concepts to previously learned material.
11. develop short and long-term professional goals related to subject matter knowledge.
LEARNING ENVIRONMENTS FEAP/PEC 9, PEC 14; ESOL 5, 6, 7, 10, 12

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. state expectations about student conduct, giving rules or developing them with students, and illustrating rules and consequences for clarification.
13. recognize factors in and out of school that contribute to misconduct.
14. use appropriate verbal and non-verbal cues for reinforcing and modifying student behavior.
15. identify and use parental and/or school and community resources to modify student behavior (only with the guidance of the supervising teacher).
16. inform students about objectives, learning tasks, and performance expectations and summarize main points at end of lesson.
17. provide opportunities for review and practice.
18. make adjustments as needed for second language learners related to the learning environment.
19. develop short and long-term professional goals related to learning environments.

PLANNING FEAP/PEC 10, PEC 14, ESOL 5, 6, 7, 9, 11, 13, 14, 16

The intern will be able to:
1. identify student performance outcomes for planned lessons.
2. plan instruction based on performance standards required of students in Florida Public Schools (Sunshine State Standards with benchmarks).
3. utilize multiple instructional strategies and activities in planning.
4. demonstrate instructional flexibility and an awareness of the teachable moment.
5. plan and conduct lessons that are interdisciplinary.
6. complete plans in a timely manner.
7. work cooperatively with colleagues in planning instruction.
8. construct and sequence learning activities for short-range objectives for subject areas and for longer-range units of study.
9. construct objectives for identified knowledge, skills, and attitudes.
10. consider individual differences and special needs in planning.
11. select or develop appropriate learning activities to achieve objectives.
12. make certain that objectives, activities and the assessment component are interrelated.
13. research topics and access additional resources as needed to enhance meeting the stated objectives, especially through the use of technology.
14. use the technology available to complete planning.
15. develop short and long-term professional goals related to planning.

ROLE OF THE TEACHER    FEAP/PEC 11, PEC 14; ESOL 22, 23, 24

The intern will be able to:
1. gain an understanding of the multitude and complexity of the teacher’s role.
2. gain an understanding of the realities of the classroom community, the school community, and the surrounding community.
3. work with school volunteers effectively.
4. work with colleagues to identify students’ educational, social, and emotional needs.
5. communicate with families including families of culturally and linguistically diverse backgrounds.
6. assume all roles and accept all responsibilities of the teacher included in the experience including attending faculty meetings, parent-teacher conferences, open house, trainings, etc.
7. develop short and long-term professional goals related to the role of the teacher.

TECHNOLOGY    FEAP/PEC 12, PEC 14; ESOL 15, 17

The intern will be able to:
1. operate computers as applicable to the school site.
2. utilize criteria for selecting software for use in instruction.
3. understand the ethical and legal impacts and consequences of a computerized society.
4. identify appropriate school and classroom management applications of computers.
5. select methods for integrating computers in instruction.
6. operate all equipment expected of teachers at the school site.
7. develop short and long-term professional goals related to technology.

ENGLISH AS A SECOND LANGUAGE    PEC 14; ESOL 5, 6, 7, 9, 11, 12, 17, 22

The intern will be able to:
1. determine differences and similarities of first and second language acquisition.
2. demonstrate knowledge of ESOL approaches, methods, and strategies (e.g., material adaptation; alternative assessment; and strategy documentation) appropriate for content area instruction and language arts instruction.
3. identify and apply cognitive approaches, multi-sensory ESOL strategies, and instructional practices (including parent involvement) that build students’ abilities and promote self-worth.

The First Days of School by Harry Wong

(Readings as assigned by university coordinator)

MAJOR TOPICS OF THE COURSE:  Course topics are the competencies provided above.

ACADEMIC COURSE REQUIREMENTS:

ATTENDANCE:

Students must follow guidelines for attendance as outlined in the Student Teaching Handbook.

It is imperative that you are in attendance on a daily basis.  You are expected to follow your school’s requirements in regard to what time you need to report for duty and what time you may leave each day.  Being ready to report to duty means that you are in the classroom ready to begin the day’s activities, not pulling into the parking lot or signing in.  It is strongly suggested that you arrive earlier and stay later than required in order to optimally communicate with your teacher and be fully organized and prepared.

In the event of an absence, you MUST call your supervising teacher and the university coordinator before the school day begins to inform them of your absence.  Make-up days will be added to the end of the regular experience.

You may also be directed to extend the experience in the event that one or more competencies need further development.

It is further expected that you take part in all roles that your classroom teacher is expected to assume.  For example, you should attend staff meetings, parent-teacher conferences, open house, and so on.

OBSERVATIONS AND LESSON PLANS:

A formal lesson plan is due at the time of each observation by your university coordinator.  You should have the lesson plan waiting for your coordinator at the place you would like the coordinator to sit to most advantageously observe the lesson.  The lesson plan should include the topic, a major goal, objectives, materials needed, strategies/activities, and assessment.  They need to also contain the Sunshine State Standards and related benchmarks.  Be sure to have a copy of any of the materials being used also ready for the coordinator, such as a textbook, worksheet, etc.

A daily class schedule and a class seating chart need to also be provided for your university coordinator upon his or her first visit.

Each lesson observed should consist of 20 to 30 minutes of direct instruction.  You will need to conference with your coordinator immediately following the observation.  It is your responsibility to make arrangements for a place to meet (media center, workroom, teachers lounge, etc.).  It is also your responsibility to inform your supervising teacher of the scheduled observations so that they may cover the class when you conference following your teaching.  Also, the university coordinator needs to meet with your supervising teacher after conferencing with you.

The conference with your university supervisor is designed to help you to develop as a Facilitating Reflective Practitioner as should your daily communication with your supervising teacher and your own daily reflection.
**Note:** You should begin to follow the lesson planning model of the school and use your teacher’s format as soon as possible. However, formal lesson plans are due during your observations with the university coordinator.

**UNIT PLAN AND TEACHER WORK SAMPLE**

A unit plan will need to be developed and provided to your university coordinator for evaluation soon after the mid-term conference. This unit plan should be one that is included in the curriculum of your placement and one which you can implement during this internship.

**Teacher Work Sample**

As an integral part of your Unit Plan you will need to use authentic, evidence-based assessment to assess and improve student learning outcomes, and to demonstrate how you have impacted your students’ achievement. Teacher Work Samples (TWS) are exhibits of teaching performance, such as a unit, that provide direct evidence of a teacher’s ability to:

1. design and implement standards-based instruction
2. assess student learning
3. reflect on the teaching and learning process

You must design and administer a teacher-prepared pretest and posttest appropriate for the grade level and subject matter of your unit. Collect, analyze and report the data following the reflection components below. Graph the data (using Microsoft Word or Excel) in a manner that indicates both the pre and post test scores for each individual student. For confidentiality, do not include student names.

In your reflection you must include the following components:

- Title of unit
- Grade level
- Length of time /number of lessons
- How your test results showed that the students learned/mastered the material presented
- How you addressed students with exceptionalities and English language learners
- Explanation of any unusual individual or group results
- Accommodations or modifications you needed to make during the teaching of your unit to meet the needs of your students
- What alternative teaching strategies you used with students who did not meet expectations

The Teacher Work Sample should be included as part of your final reflection which is given to your University Coordinator at your end-of-semester evaluation meeting.

The Teacher Work Sample should be uploaded to your LiveText portfolio. If your portfolio template does not include a page for EDE 4943, please create a page at end of list of current pages.

**TEACHER WORK SAMPLE RUBRIC.** The artifact submitted, The Teacher Work Sample, is used as evidence that the pre-service teacher facilitates learning in public school children. The assessment of student progress is determined by the use of teacher prepared pre and post tests, followed by the analysis of the collected and graphed data. The result of this analysis is to be used in assignment modification and adaptation of instruction.
Guiding Question: How effectively does the use of the Teacher Work Sample help pre-service teachers identify areas of individual concern and encourage the use of adaptive strategies in teaching?

**Scoring Directions: Evaluate Level of performance of the pre-service teacher based on the following:**

(3) Exemplary: Addressed all indicators (including bolded indicator)
(2) Proficient: Addressed all indicators (not including bolded indicator)
(1) Developing: Addressed some of the non-bolded indicators
(0) Unacceptable: Did not submit or address any indicators

**Indicators:**
- Identify and use an appropriate assessment tool for pre and post testing. (FEAP 1.2)
- Assess all students’ learning through the use of this teacher prepared pre and post test. (FEAP 1.5)
- Prepare graphed data for reflection and analysis. (FEAP 4.10, 12.5)
- Interpret and review data to identify individual students’ strengths and weaknesses. (FEAP 1.11)
- Plan accommodations and modifications to meet the individual needs of all students. (FEAP 1, 1.1, 5.5, 9.4, 10)
- **Employed alternative instruction based on assessment data to successfully assist all students in attaining target learning outcomes.** (FEAP 1.7)

**PROFESSIONAL DEVELOPMENT PLAN:**
Following the mid-term, three-way conference, you will be expected to complete a written professional development plan. The form for doing this is included in the handbook. Your supervising teacher and your university coordinator will assist you in this process.

**PORTFOLIO:**
The last section of your portfolio is due at the time of final conference. You should follow the format previously given and address your reflections on your internship experience. It would be helpful for you to make a copy for your portfolio and provide the coordinator a copy that does not need to be returned. It is not necessary to turn in the entire portfolio, only the last section.

**VIDEO-TAPING:**
Following the mid-term, you will need to videotape yourself during a 20 to 30 minute segment of direct instruction. You will then complete a self-analysis utilizing the FPMS checklist and share the results with your university coordinator.

**ADDITIONAL ASSIGNMENTS:**
Additional assignments will be made by the university coordinator upon each visit. These assignments will address the areas of the competencies outlined above and be related to individual needs in terms of professional development.
COURSE EVALUATION AND GRADING:

Interns are visited by their university coordinators approximately every two weeks. Oral and written feedback will be given immediately following each observation. The intern will receive information on strengths and areas that need to be developed. It is expected that there is noted improvement in the areas that need to be developed by the time of the next observation.

A formal mid-term and a final conference will take place during the experience. These are comprised of the intern, supervising teacher, and university coordinator sitting together and discussing progress in each area of competence. Each area will be rated separately by both the teacher and coordinator. The mid-term will be rated using a numerical rubric. The Final will be rated on a Satisfactory or Unsatisfactory basis. The final form must be typed and will be filed when the grade is assigned.

The mid-term conference will identify strengths and areas that need further development. Areas that need to progress are expected to appear in the professional development plan, due after the mid-term conference.

In the event that a number of areas need improvement, a formal performance plan may be written by the university coordinator with the teacher’s input, and put into place. Also, the university coordinator may extend the experience so that weaknesses may continue to be addressed.

The final grade for undergraduates may be a Satisfactory, Unsatisfactory, or Incomplete. An intern receiving a grade of Satisfactory made adequate progress in all competency areas. An intern receiving a grade of Unsatisfactory has not made adequate progress to pass the internship and is viewed as not capable of assuming his/her own classroom. Interns receiving an Unsatisfactory grade may formally request being permitted to repeat the experience. Permission may or may not be forthcoming as each experience is evaluated on an individual basis. A grade of incomplete may mean that some required written work or evaluation forms have not been turned in, or, that the university coordinator deems that the intern is not ready to assume his/her own classroom at this time but has the potential to do so by repeating the experience.

MODE OF INSTRUCTION:

Instruction is provided through observation and face-to-face conferencing with the intern. The conferencing utilizes the intern’s self-reflection as well as written and verbal feedback from the university coordinator. Face-to-face conferencing with the supervising teacher also utilizes written and verbal feedback. Assignments related to the areas of competence will be provided during each visit.

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.