School of Teaching, Learning and Leadership
Secondary and K-12 Programs Internship I - XXX3940
(ARE, FLE, LAE, MAE, SCE, SSE)

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the academic activity in canvas by the end of the first week of classes, or as soon as possible after adding the course, but no later than the first week of classes. Failure to do so could result in a delay in the disbursement of your financial aid.

**COURSE DESCRIPTION:** Student teaching in a secondary (English, Mathematics, Science, or Social Science) or elementary (Art or World Languages) under the supervision of a certified classroom teacher.

**CREDIT HOURS:** 3 Semester Hours

**PREREQUISITES:**
- Full admission into the College of Education
- Minimum 2.5 GPA in the following areas: Professional, Specialization and Overall Application submission and approval by the Office of Clinical Experiences

Students must apply and be approved for Internships I and II. Deadline dates, applications and instructions are available through the Office of Clinical Experiences at [http://education.ucf.edu/clinicalexp/](http://education.ucf.edu/clinicalexp/). For fall internships the application deadline is February 15 and for spring internships, the deadline is September 15. For catalog year 2014 and beyond, passing scores on all sections [General Knowledge, Professional, and Subject Area (Elementary Education K-6)] of the Florida Teacher Certification Examination (FTCE) are required prior to entry into Internship II.

**AND**

**ART** – EDG 4410, 50% of specialization courses

**ENGLISH/LANGUAGE ARTS** – EDG 4410, EDF 4467, TSL 4080, LAE 4464, & 50% of Specialization courses

**MATHEMATICS** – EDG 4410, MAE 4634 & 50% of specialization courses

**SCIENCE** (all concentrations) – EDG4410, TSL 4080, 50% of specialization courses

**SOCIAL SCIENCE** – EDG 4410, 50% of specialization courses
WORLD LANGUAGES (French and Spanish) – EDG 4410, EDF 4467, FLE 4314 & FLE 4333

COREQUISITES: Content methods course in related field:
- **ENGLISH/LANGUAGE ARTS** – LAE 4360 and LAE 4342
- **MATHEMATICS** – MAE 4360
- **SCIENCE** (all concentrations) – SCE 4360
- **SOCIAL SCIENCE** – SSE 4361

**INTENDED AUDIENCE:** Secondary/K-12 education students who have completed all prerequisites and are seeking to become certified teachers.

**COURSE FACULTY:** Each intern will be assigned to work with a qualified supervising teacher. In addition, a university coordinator will be assigned as a point of contact for each school.

**CONTACT:** Students needing assistance should first contact their assigned internship coordinator. For further assistance, contact the [Office of Clinical Experiences](#) at 407-823-2518.

**COURSE GOALS:**
The two main goals describing the experience of Internship I are: (1) To orient teacher candidates 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 concise, effective experiences that are linked to coursework. Rather than being responsible for the full day of programming, teacher candidates in Internship I are asked to focus upon the following objectives.

**COMPETENCIES AND OBJECTIVES:**

**Acronyms**
- **ELL** – English Language Learner
- **FEAP** - [Florida Educator Accomplished Practices](#)
- **ESE** – Exceptional Student Education
- **ESOL** - English to Speakers of Other Languages
- **PEC** – Professional Education Competencies
- **CEC** – Council for Exceptional Children

**Objectives**
*(NOTE: Bold print items apply to ESOL-infused programs only)*

To successfully complete Internship I, students will:

1. Directly observe behaviors and attitudes of students, the techniques and instructional methods of the supervising teacher for students with and without disabilities, human growth and developmental stages, **special needs of ELL students** and techniques of classroom management strategies for students with and without disabilities. Keeping a journal, or writing reflections, and completing related forms in the UCF Student Teaching
Handbook provide the evidence that this objective has been met. (FEAP A1b, A1f, A2a, A2b, PEC 7; ESOL 2, 3; CEC 1, 1.1, 1.2, 3.0, 5.0; ESE 3.2, 3.7)

2. Show evidence of planning. Produce lesson plans and unit plans that reflect the use of appropriate instructional methods and strategies to meet the needs of all students, including those with disabilities, within the context of the general education classroom.

**Apply knowledge of first and second language acquisition processes.** (FEAP A1a, A1b, A1c, A1d, A1e, A1f, A2c, A2e, A2h, A3f, A3g, A3h, A4b, PEC 7; ESOL 5, 16; CEC 3.2, 3.3, 5.0; ESE 3.1, 3.5)

3. **Apply current and effective ESOL teaching methodologies in planning and delivering instruction to ELL students.** Apply content-based approaches to instruction. (FEAP A1a, A1b, A2c, A2d, A2f, A2h, PEC 7; ESOL 6, 12, 15)

4. Apply current and effective teaching methodologies in planning and delivering instruction to all students, including students with disabilities. Apply content-based approaches to instruction and assessment. (CEC 3.0, 3.2, 3.3, 4.2, 5.0; ESE 3.1, 3.2, 3.5)

5. 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.

6. 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).

7. Demonstrate designated Florida Educator Accomplished Practices (FEAPs) as indicated below. Demonstration of the FEAPs will be documented on the Internship I Performance Profile.

**Competencies**

**Instructional Design and Lesson Planning:** Applying concepts from human development and learning theories, the effective educator:

**A1a:** Aligns instruction with state-adopted standards at the appropriate level

**A1c:** Designs instruction for students to achieve mastery

**A1f:** Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies

**The Learning Environment:** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

**A2a:** Organizes, allocates, and manages the resources of time, space, and attention

**A2b:** Manages individual and class behaviors through a well-planned management system

**A2c:** Conveys high expectations to all students

**A2d:** Respects students’ cultural, linguistic and family background

**A2f:** Maintains a climate of openess, inquiry, fairness, and support

**A2h:** Adapts the learning environment to accommodate the differing needs and diversity of students
**Instructional Delivery and Facilitation:** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

A3a: Deliver engaging and challenging lessons
A3b: Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
A3c: Identify gaps in students’ subject matter knowledge
A3d: Modify instruction to respond to preconceptions or misconceptions
A3h: Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students
A3i: Support, encourage, and provide immediate and specific feedback to students to promote student achievement

**Assessment:** The effective educator consistently:

A4a: Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process

**Continuous Professional Improvement:** The effective educator consistently:

B1c: Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
B1e: Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues
B1f: Implements knowledge and skills learned in professional development in the teaching and learning process

**Professional Responsibility and Ethical Conduct**

B2: Understanding that educators are held to a high moral standards in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Professional of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C. and fulfills the expected obligations to students, the public, and the education profession.

**ATTENDANCE:**

It is imperative that you are in attendance on each scheduled day. 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. *Reporting to duty means that you are in your 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 supervising teacher and be fully organized and prepared.

In the event of an absence, you must call your supervising teacher before the school day begins to inform them of your absence. All missed days must be made up following the end of the regular internship experience. An “Incomplete” grade will be issued until this is verified by your Supervising Teacher. In cases where excess absences have occurred, or where patterns in attendance have interfered with the instructional momentum of the classroom, an “Unsatisfactory” grade may be assigned. You may also be directed to extend the experience in the event that one or more competencies need further development. **Students must follow guidelines for attendance as outlined in the Student Teaching Handbook.**
REQUIRED TEXTS, MATERIALS, AND READINGS:
Student Teaching Handbook: *A Guide for Field Experiences and Clinical Practice*

ACADEMIC COURSE REQUIREMENTS:
1. Roles and Responsibilities Plan. Completed with Supervising Teacher by end of first week.

2. Internship I Checklist. This is completed by intern, signed by supervising teacher, and uploaded to Webcourses.

3. Internship I LiveText Reflections: These are completed by the intern and evaluated by faculty in LiveText. Three reflections are required: Classroom Routines and Management Reflection, Internship I Lesson Reflection, and KnightEd Talk (formerly Happy Hour Workshop) Reflection.

4. Internship I Performance Profile is completed by Supervising Teacher and uploaded with 2 lesson observations (completed by Supervising Teacher) to Webcourses at the end of placement.

5. 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:
Teacher candidates 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. Failure to upload the 3 LiveText Reflections on time will result in a “U” (unsatisfactory) for the course.

DOCUMENTS FOR INTERNSHIP EVALUATION:
A. Internship I Observation Form (1 at midpoint, 1 at final)
B. Internship I Performance Profile-Midpoint
C. Internship I Performance Profile-Final
D. Internship I Checklist

INTERNATIONAL EVALUATION
The levels of performance are Developing (2) and Not Developing (1):

**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 (see Performance Profile) in his/her instructional repertoire.

SUBMITTING EVALUATIONS
Evaluations are based upon observations by supervising teachers. If the supervising teacher has concerns, the Internship Coordinator will also contribute to the evaluation. Performance
Profiles, checklists and formal observations are submitted at the end of each placement to Webcourses.

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

**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.

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

**Bibliography**


