

Internship Requirements

Fall 2006

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Internship Placement

Whit Davis Elementary School		
Teacher Liaison: Bernie McCranie Assistant Principal: Shirley McDuffie Principal: Catrina Daniel		
Intern	Mentor Teacher	Grade
LeighAnn Perri	Cathy Tereshinski	5

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EDEC 4030L
Master's Research: Learning About Teaching in the Field
Syllabus

Overview

From Thursday, August 17, 2006, through Thursday, September 14, 2006, you will be engaged in a pre-student-teaching field experience. With the assistance of your mentor teacher, you will develop a calendar of responsibilities. A significant portion of your work in the field should be preparing and implementing lesson plans. You will also keep a journal, and you are expected, in consultation with your mentor teacher, to evaluate your progress at the end of each week in the field.

Standards

The conceptual framework for educator preparation programs in the University of Georgia College of Education states that the college "prepares exemplary, reflective professionals to serve a diverse global community" (see <http://ncate.coe.uga.edu/framework/>). The early childhood education program supports this work by preparing teachers of young children who embody the standards for early childhood education of the Georgia Professional Standards Commission (see Rule 505-3-.16 at <http://www.gapsc.com/TeacherEducation/Rules/Rules.asp>). The early childhood standards addressed in EDEC 4030L include the following:

STANDARD 1: Child Development and Learning

The program shall prepare early childhood professionals who:

- (i) Use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all children.
- (ii) Use knowledge of how children differ in their development and approaches to learning to support the development and learning of individual children.
- (iii) Demonstrate understanding of the conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities and special abilities.
- (iv) Create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.
- (v) Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
- (vi) Demonstrate understanding of the interrelationships among culture, language, and thought and the function of the home language in the development of children.
- (vii) Affirm and respect culturally and linguistically diverse children, support home language preservation, and promote anti-bias approaches through the creation of learning environments and experiences.

STANDARD 2: Curriculum Development and Implementation

The program shall prepare early childhood professionals who:

- (i) Plan and implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.
- (ii) Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help children develop intellectual curiosity, solve problems, and make decisions.
- (iii) Use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development.
- (iv) Demonstrate a high level of competence in use of the English language areas and know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
- (v) Know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.
- (vi) Know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.
- (vii) Know, understand, and use the major concepts and modes of inquiry from the social studies—integrated study of history, geography, the social sciences, and other related areas—to promote P–5 students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- (viii) Know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements, of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among P–5 students.
- (ix) Know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
- (x) Know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for P–5 students.
- (xi) Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
- (xii) Create, evaluate, and select developmentally appropriate materials, equipment, and environments.

- (xiii) Evaluate and demonstrate appropriate use of technology with children, including assistive technologies for children with disabilities.
- (xiv) Develop and evaluate topics of study in terms of conceptual soundness, significance, and intellectual integrity.
- (xv) Adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.
- (xvi) Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
- (xvii) Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEPs and IFSPs into daily activities and routines.
- (xviii) Establish and maintain physically and psychologically safe and healthy learning environments for children.
- (xix) Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.
- (xx) Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, and the development of mental health, and the importance of supportive relationships.
- (xxi) Implement basic health, nutrition, and safety management practices for children, including those regarding childhood illness and communicable diseases.
- (xxii) Use appropriate health appraisal procedures and recommend referral to appropriate community health and social services when necessary.
- (xxiii) Recognize signs of emotional distress, child abuse, and neglect in children and know responsibility and procedures for reporting known or suspected abuse or neglect to appropriate authorities.

STANDARD 3: Family and Community Relationships

The program shall prepare early childhood professionals who:

- (i) Establish and maintain positive, collaborative relationships with families.
- (ii) Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- (iii) Involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
- (iv) Support parents in making decisions related to their child's development and parenting.
- (v) Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- (vi) Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities.
- (vii) Link families with a range of family-oriented services based on identified resources, priorities, and concerns.

- (viii) Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

STANDARD 4: Assessment and Evaluation

The program shall prepare early childhood professionals who:

- (i) Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices.
- (ii) Observe, record, and assess children's development and learning and engage children in self-assessment for the purpose of planning appropriate programs, environments, and interactions, and adapting for individual differences.
- (iii) Develop and use authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
- (iv) Participate and assist other professionals in conducting family-centered assessments.
- (v) Select, evaluate, and interpret formal, standardized assessment instruments and information used in the assessment of children, and integrate authentic classroom assessment data with formal assessment information.
- (vi) Communicate assessment results and integrate assessment results from others as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.
- (vii) Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

STANDARD 5: Professionalism

The program shall prepare early childhood professionals who:

- (i) Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (children, parents, and other professionals) as a basis for program planning and modification, and continuing professional development.
- (ii) Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for children and the early childhood profession.
- (iii) Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.
- (iv) Demonstrate awareness of and commitment to the profession's code of ethical conduct.
- (v) Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- (vi) Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team.

- (vii) Serve as advocates on behalf of children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.
- (viii) Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.

STANDARD 6: Field Experiences

The program shall prepare early childhood professionals who:

- (i) Observe and participate under supervision of qualified professionals in a variety of settings in which children are served (such as public and private; centers, schools, and community agencies).
- (ii) Work effectively over time with children of diverse ages (pre-schoolers, or school-age), with children with diverse abilities, with children reflecting culturally and linguistically diverse family systems.
- (iii) Demonstrate ability to work effectively during full-time (totally at least 300 clock hours) supervised student teaching and/or practica experiences in at least two different settings, serving children of three different age groups (PK–K, 1–3, and 4–5) and with varying abilities.
- (iv) Analyze and evaluate field experience, including supervised experience in working with parents, and supervised experience in working with interdisciplinary teams of professionals.

STANDARD 7: Teaching of Reading

The program shall prepare early childhood professionals who to meet the standards for an endorsement for Classroom Teacher of Reading as specified in Rule 505-3-.75.

Attendance

The schedule for the experience is as follows:

Tuesday, August 15–Wednesday, August 16	Technology Bridges sessions on campus
Thursday, August 17	First day of internship
Wednesday, August 30	Technology Bridges session on campus
Thursday, September 14	Last day of internship

Your punctuality and your attendance every day are vital. With much work to do (including the preparation of lesson plans outside of school hours) and much need for rest so you can function at your best while at school, you will need to make appropriate adjustments in your non-school-related activities. Make your family and friends aware of your need for their support as you begin to deal with the rigors of being a teacher this semester. Showing up every day with energy and enthusiasm and with all plans and materials ready is a big part of being a teacher. If you cannot come to school on a particular day because of illness or an emergency, please call the school, your mentor teacher, and me. I wish you the best of health and expect from you the highest level of commitment to your work as a teacher.

Signing In and Out

Be sure to sign in and out every day you are at school. Your hours should be the same as those for all teachers at your school. If your mentor teacher is required as part of her or his normal teaching responsibilities to be involved in activities that take place outside of the normal hours, you are also required to participate in those activities.

Insurance

You are required to provide evidence of insurance or waive university responsibility for the legal consequences of any of your actions. Membership in SGAE and PAGE includes insurance coverage. Forms are available in 122 Aderhold Hall.

Calendar of Teaching Responsibilities

Sit down with your mentor teacher to discuss your plan for professional development and her expectations of you. Prepare a calendar that lists your responsibilities for each week you will be in the field. Changes may be made in the calendar as the experience progresses, but you and your mentor teacher should do your best to anticipate what your responsibilities might be. As you construct the calendar, consider (a) each part of the school day in which you might be involved and (b) how you might be involved (observing your mentor teacher, assisting your mentor teacher, co-teaching a lesson with your mentor teacher, teaching an individual lesson or a series of lessons yourself, etc.). The calendar should include opportunities for you to teach consecutive lessons in the same content area from one day to the next and to teach lessons in different content areas back-to-back on the same day. ***The calendar should be completed by Tuesday, August 22. Make copies of the calendar for your mentor teacher and me.***

Journal

You are to keep a ***daily journal*** (i.e., prepare an entry for each day you spend at school) from the first official day of the internship on Thursday, August 17, until Friday, August 25. Focus each daily entry on one thing: an idea, an interaction you had, an event you observed, a particular lesson or child, or anything else relevant to your experience. Describe and then analyze your topic. I am interested here in your reflections about the experience: What are you learning? What concerns and questions are you dealing with?

For the weeks of August 28–September 1 and September 4–8, you are to keep a ***weekly journal***. On Friday of each of these weeks, select a theme for the week to write about, one that ties together more than one event that occurred during the week.

During the last days of the internship (September 18–20), write a ***final journal entry*** that discusses what you have learned and what you want to continue to focus on in your learning about teaching.

Do not write your journal entries in a bound journal, in part because ***I will collect and read your journal entries each week.*** A typical daily journal entry is about 1 handwritten page in length. A weekly entry might be 1–3 handwritten pages. The final journal entry should be longer (i.e., 4–5 typed, double-spaced pages, with 12-point type and 1-inch margins) and more formally written (i.e., with concern for the organization of the text as a whole, the structure of individual paragraphs and sentences, and the more mechanical aspects of writing).

Lesson Plans

You should carefully plan all of your lessons with the children. All your written plans should be shared with and approved by your mentor teacher. Every lesson plan you share with your mentor teacher should at least include objectives, materials, procedures, and how you will assess the children’s learning of each objective.

The plans you submit to your mentor teacher should include more detail than the written plans she is expected to complete as part of her normal responsibilities. I will not look closely at all these plans, but I expect you to submit them to your mentor teacher each week. That is, ***each Friday, you should submit to your mentor teacher all the plans for lessons you are responsible for in the following week.***

My feedback on your lesson planning will come once a week, beginning with our meeting during the week of August 28–September 1. You must come to each of these weekly meetings with a plan for a lesson you have already taught. (Obviously, the plan you show me should have been written—and shared with your mentor teacher—before you taught the lesson.) For the lesson plan you and I discuss during these weekly meetings, you must use the format included on page 10 of this packet of materials. The sections in that format called ***Introduction, Activities,*** and ***Closure*** should represent something close to ***a detailed script*** of the lesson, including what you will say and ask, how you expect the children to respond, and what you expect them to do; each of these lesson plans should, therefore, be 2–3 typed, single-spaced pages in length. (I do not expect every plan you present to your mentor teacher to be this long.)

Beginning on Monday, August 28, you should have one scripted, implemented, and reflected-on plan available to share with me every Monday. We will discuss each plan face to face (so you do not have to make a copy for me or send an electronic copy to me). I may not be able to meet with you each Monday, but we will meet as soon as we can during the week when each plan is due.

Observations

You will be formally observed two times by me. You should also ask your mentor teacher to conduct formal observations of your teaching. We will meet as soon as we can after each lesson I observe to discuss it.

Other Activities

You are expected to attend all meetings that your mentor teacher is expected to attend and to participate in any parent-teacher conferences conducted by your mentor teacher, unless you are specifically told you cannot attend or participate. Being told you *do not have to* attend or participate is not the same as being told you *cannot*; you should take advantage of every possible opportunity to learn about being a teacher and a member of a school staff.

The teacher liaison at your school or your mentor teacher may provide other teaching or learning opportunities for you. In general, please think of your experience not just as completing specific field requirements but as an opportunity to contribute positively to your classroom, your school, and the lives of children. You should, therefore, complete other activities that reflect such contributions.

Weekly Reflection

You should meet regularly with your mentor teacher to discuss your learning about teaching. As part of that process of ongoing interaction, please ***complete a weekly reflection form every Friday during the experience, and make a copy of the completed form for me.*** Please use the attached form.

Evaluation

You and your mentor teacher should complete the attached final evaluation form by the last day of the internship (September 14), and you must turn in the completed form to me. In consultation with your mentor teacher, I will assign your grade (S, U) based on the quality of your work in completing the activities described in this syllabus.

Lesson Plan Format

Objectives

State objectives in behavioral terms. Objectives should reflect depth of content and both higher and lower thinking skills.

Content

List the specific ideas, facts, concepts, or skills you expect children to grasp as a result of this lesson. Present the content in the sort of language you expect the children to use. Use this section to clarify your thinking about what is appropriate for the students to study. Think about whether you are planning to teach material that is too easy or too hard. Is the content worthwhile? *The content you describe here should be reflected in what you intend to say to the students, the questions you will ask them, and the answers you anticipate (see the Introduction, Activities, and Closure sections below).*

Materials

List materials you will use in each activity. Either include copies of the materials (e.g., worksheets, student edition pages, word lists, game directions, poems), or describe materials that cannot be included with the lesson plan.

Introduction (include time estimate)

The beginning of the lesson should motivate and engage the children and should make clear to the children the purpose of the lesson and its connection to other lessons.

Activities (include time estimate for each activity)

Activities must match objectives. Be sure to include enough activities per objective to increase the likelihood that students will learn the material.

Closure (include time estimate)

You or the children should summarize the lesson. Give the children a sense of how the lesson will connect to subsequent lessons.

Assessment

For each objective, discuss how you will know if a child has achieved it. That is, identify which of the activities described above is the one in which a child should demonstrate mastery of the objective and what specific level of performance will indicate mastery. If mastery of an objective is not yet expected, make the anticipated progress toward mastery clear, again in the context of an activity described above.

Modifications

Describe the adaptations in materials, procedures, or assessment you will make for your students with special needs.

Reflections (to be completed after the lesson plan is implemented)

Discuss what you learned from teaching the lesson. What went well? What unexpected things happened, and how well did you handle them? Did the students get out of the lesson what you wanted, and did they enjoy it? What suggestions did the students have for improvement? What would you do differently the next time you teach the lesson?

Weekly Reflection

Name _____

Grade _____

Mentor Teacher _____

Date _____

To be completed by the intern and shared with the mentor teacher:

List at least one area of strength for this week.

List one area that you will strive to improve upon during the upcoming week and briefly describe how this will be done.

To be completed by the intern and mentor teacher:

Do you wish to have a conference with the college supervisor?

Intern Yes No Signature _____

Mentor Teacher Yes No Signature _____

Other comments or questions:

Field Experience Evaluation of Initial Certification Candidate

Candidate _____ Grade Level _____
 Rater _____ Date _____
 School _____

Please use *S* (Satisfactory), *D* (Developing), or *N* (Needs Improvement) to rate the candidate on each item. *The mentor teacher should explain any D or N ratings and should share the evaluation with the candidate.* The candidate should complete a self-evaluation using the form.

Personal and Professional Characteristics	Mentor Teacher	Candidate
1. Demonstrates promptness and punctuality in agreed upon responsibilities.		
2. Takes responsibility for planning, instructing, and housekeeping in the assigned area.		
3. Follows school policies in an acceptable manner.		
4. Treats students fairly and works effectively with all groups.		
5. Communicates effectively with everyone: students, parents, mentor teacher, principal, other school personnel, and university facilitator.		
6. Uses suggestions and feedback effectively.		
7. Demonstrates interest and enthusiasm for the profession.		
8. Demonstrates adequate academic preparation.		
9. Presents a professional image through dress, speech, and actions.		

Comments:

Planning and Instruction	Mentor Teacher	Candidate
1. Plans appropriate instruction to meet desired objectives.		
2. Includes necessary elements in written plans and completes plans in a timely fashion.		
3. Plans a variety of teaching strategies.		
4. Plans for individual and group needs.		
5. Uses a variety of instructional aids.		
6. Uses activities and procedures that involve the learners.		
7. Reinforces and encourages the efforts of the learners.		
8. Instructs from written lesson plans.		
9. Adjusts instruction to changes in conditions.		
10. Uses instructional time effectively.		

Comments:

Managing Instruction	Mentor Teacher	Candidate
1. Manages classroom interactions.		
2. Gives clear directions.		
3. Reinforces appropriate behavior.		
4. Children maintain appropriate behavior.		
5. Expectations are consistent.		

Comments:

Evaluating Instruction	Mentor Teacher	Candidate
1. Selects and uses evaluation procedures.		
2. Uses information ethically and professionally to guide progress of individual learners.		
3. Provides feedback to students for acceptable or unacceptable performance.		
4. Evaluates students on objectives.		
5. Evaluates self on instructing and facilitating abilities.		

Comments: