

ouThe University of West Georgia
Teaching Internship: SEED 4289

Semester/Year	Spring 2016
Time/Location	Thursdays, 5:30-7:00pm Ed Annex 167
Instructors	Dr. Robyn Huss
Office Location	Coliseum 2046
Office Hours	Mondays 11:00am-3:00pm and Thursdays 11:00am-5:00pm; Other days/times may be arranged by appointment, or Online via email.
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Online Support	D2L Home Page https://westga.view.usg.edu/ D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu/ UWG Distance Learning http://uwgonline.westga.edu/ Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430 Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459 Ingram Library Services http://www.westga.edu/library/ University Bookstore http://www.bookstore.westga.edu/

Course Description

Prerequisite: Admission to Teacher Education

This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their internship. The course will also serve as a capstone experience for satisfying exit requirements of the program. Taken concurrently with SEED 4286.

COE Vision and Mission

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (e.g. INTASC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

Approaches to Instruction

This course will use interactive direct instruction, small group discussion, peer editing and feedback, and writing across the curriculum as strategies.

This course will be delivered less than 50% online.

Course Objectives

Students will:

1. Discuss issues related to internship, including topics derived from didactic course work, topics of group interest and topics introduced by guest speakers and the course instructor (Danielson, 2006; Kronowitz, 2012; Marzano, Pickering, & Pollock, 2004; Radford, 2013); (Conceptual Framework Descriptors: Decisive; Reflective; Standards: INTASC 4, 7, 9)
2. Reflect on the knowledge and skills that were experienced in the required educational program (Cruickshank, Jenkins, & Metcalf, 2011; Kronowitz, 2012; Marzano, Pickering, & Pollock 2004; Radford, 2013) (Conceptual Framework Descriptors: Inquisitive; Reflective; INTASC 3, 4, 8, 9)
3. Reflect on the practices implemented as a part of the current and previous field experiences (Arnold, 2001; Cruickshank, Jenkins, & Metcalf, 2011; Radford, 2013); (Conceptual Framework Descriptors: Adaptive; Reflective; INTASC 3, 4, 8, 9)
4. Complete a summary/reflective/assessment portfolio (complete electronic portfolio) designed to demonstrate mastery of program content; (Radford, 2013); (Conceptual Framework Descriptors: Decisive; Inquisitive; Adaptive; Knowledgeable; Reflective; INTASC 1-10) and,
5. Compose reflective compositions on growth as a professional that incorporate the understanding of how content, pedagogy, diversity, ethics, and technology affect the teaching profession. (Radford, 2013); (Conceptual Framework Descriptors: Reflective; Standards 1-10)

Texts, Readings, Instructional Resources, And References

Required Texts

- Subject-specific edTPA Handbook (e.g. “Secondary Science” or “Secondary Social Studies”). Available on Tk20
- Stewards of Children Online Child Sexual Abuse Prevention Training. This 2-hour training has a cost of \$10, payable on the website; it is available at http://www.d2l.org/site/c.4dICIJOkgcISE/b.6143709/k.3D5F/Child_Sexual_Abuse_Prevention_Training_ONLINE.htm
- *Educator Preparation Handbook for Field Experiences*. (2015-16). Carrollton, GA: UWG College of Education. Available at <http://www.westga.edu/ofe/>

Required Instructional Resource:

- Tk20 Subscription. These are available at the University Bookstore or http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Class, Department, and University Policies

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty:

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance:

You are expected to attend each of the 6 scheduled Saturday meetings. Each day will begin at 10:00 am with a lunch break from approximately 12:30-1:30 and will end by 4:00 pm.

Americans with Disabilities Act:

The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia:
http://www.westga.edu/studentDev/index_8884.php.

Extra Credit:

Extra credit will not be available in this course. Please do your best work on the assigned activities.

Late Work:

Late work will not be accepted unless permission has been granted in advance for extenuating circumstances. Work may be, in some cases, posted early.

Professional Conduct:

As teachers you have made a commitment to the education profession. As such, you should conduct yourself at all times in a professional manner. Please plan on actively participating in all course activities, reflecting on and discussing your teaching profession, and developing collegial, supportive relationships with your fellow teachers. The use of computers, cell phones, tablets, and other devices for non-course related activities during our face-to-face class meetings is unprofessional. Please step outside the room to take an important call or answer an emergency message.

Student Email Policy:

The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. Please do not use the email function in CourseDen to contact your instructors. You will receive a faster response by emailing their @westga.edu address directly.

UWG Cares:

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

Course References

- Arnold, H. (2001). *Succeeding in the secondary classroom: Strategies for middle and high school teachers*. Thousand Oaks, CA: Corwin Press.
- Baldwin, M. D., Keating, J. F., & Bachman, K. J. (2006). *Teaching in secondary schools: Meeting the challenges of today's adolescents*. Upper Saddle River, NJ: Pearson.
- Cruikshank, D. R., Jenkins, D. B., & Metcalf K.K. (2011). *The act of teaching* (6th ed.).
- Danielson, C. (2006). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Educator Preparation Handbook for Field Experiences*. (2015-16). Carrollton, GA: UWG College of Education.
- Kronowitz, E. L. (2012). *The teacher's guide to success: Teaching effectively in today's classrooms*. Upper Saddle River, NJ: Pearson.
- Marzano, R, Pickering, D., & Pollock, J. (2004). *Classroom instruction that works: Research-based strategies that increase student achievement*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Radford, C. P. (2013). *Strategies for successful student teaching: A guide to student teaching, the job search, and your first classroom*. (3rd ed.). Upper Saddle River, NJ: Pearson.
- Savage, T. V., Savage, M. K., & Armstrong, D. G. (2006). *Teaching in the secondary school* (6th ed.). Upper Saddle River, NJ: Pearson.

Assignments, Evaluation Procedures, and Grading

Grading for this course is based on total points assigned. Your average will be determined by dividing the total of points you earned for the assignments by the total points possible. Assignments will be graded based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Failure to meet deadlines/guidelines for the assignments will result in a grade reduction.

Note: Assignments may be altered, added, or eliminated, based on the instructor's discretion and the needs of the class. Grades that influence your final average include (but may not be limited to) the following:

Attendance and Participation	150 points
Darkness to Light certificate	10 points
Parent Conference reflection	20 points
Hiring Simulation activities	
Draft résumé and cover letter	20 points
Final résumé and cover letter	20 points
Mock Interview reflection	20 points
InTASC Portfolio	60 points
	300 points TOTAL

Class Grade

A = 90-100 % of points; B = 80-89 % of points; C = 70-79 % of points; F = 0-69 % of points

Tentative Schedule for Spring 2015

This is a general plan for this course. Be aware that this schedule may change as the semester progresses!

Any/all changes will be reflected in the weekly assignment postings on CourseDen.

Dates	Course Topics	Readings and Viewings	Homework (due in class)
Thurs Jan 14	No class: refer to CourseDen for this week's information	Darkness to Light registration information on CourseDen	Darkness to Light Certificate due <u>online</u>
Thurs Jan 21	Internship support Classroom management edTPA documents/permissions	edTPA Handbooks overview	--
Thurs Jan 28	Internship support Video troubleshooting		edTPA permissions due
Thurs Feb 4	Internship support Résumés and Cover letters		--
Thurs Feb 11	Internship support Peer review of edTPA Task 1	edTPA Handbooks	edTPA Task 1 prepared to share
Thurs Feb 18	Internship support Teacher Expectations and Student Achievement		Résumé and Cover letter due
Thurs Feb 25	Internship support Peer review of edTPA Task 2	edTPA Handbooks	edTPA Task 2 prepared to share
Thurs Mar 3	Internship support Peer review of edTPA Task 3	edTPA Handbooks	edTPA Task 3 prepared to share
Thurs Mar 10	edTPA submission workshop	edTPA Handbooks	Final edTPA documents/files ready to upload to Tk20 and submit to Pearson in class!
Thurs Mar 17	No class – UWG spring break	--	--
Thurs Mar 24	Internship support		--
Thurs Mar 31	Internship support InTASC Portfolio discussion Mock Interview assignment	Readings and assignment information on CourseDen	Résumé and Cover letter due
Thurs Apr 7	No class – public school spring break	--	--
Thurs Apr 14	Internship support TeachLive parent conferences		InTASC portfolio (binder) due Parent Conference reflection due
Thurs Apr 21	Internship support portfolio binders returned		Mock Interview reflection due <u>online</u>
Thurs Apr 28	No class – congratulations after a successful semester!	--	--