



**Fayetteville State University
School of Education
Department of Elementary Education**

Undergraduate

Course and Number ELEM 471: Teacher Internship in the Elementary School

1. LOCATOR INFORMATION

Semester: Fall

Year: 2009

Credit Hours: 12

Course Number and Name: 471Teacher Internship in the Elementary School

Course Location & Meeting Time: Onsite Visitations

Office Hours Posted

Instructors	Mr. Donald O. Dixon	Mr. Lonnie J. McAllister	Dr. Beverlyn Cain	Dr. Earlyn Jordon
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- 2. FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@bronos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

This is a course designed to provide the prospective teacher an opportunity to demonstrate skill in planning and in guiding the activities of children while being supervised and supported by experienced partnership teachers and university supervisors. It is the culmination of the study of general education, professional education and specialty area courses as well as early field experiences. Students are assigned to partnership schools in local education agencies.

The teacher internship provides an opportunity for students to become education professionals performing as facilitators of learning by demonstrating skill in planning, and implementing instruction, managing the classroom environment, evaluating the teaching/learning process and exhibiting professional growth and development.

4. TEXTBOOK:

School of Education Teacher Candidate Handbook
Reference Sections III, IV and Appendices

5. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

6. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

1. STUDENT LEARNING OUTCOMES

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to demonstrate effective planning of lessons by utilizing the six-step approach. (Conceptual Framework 1, 3, 6)

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to plan instructional activities which provide for individual differences and present materials at a level appropriate to the needs, interests, abilities and background of the students. (Conceptual Framework 1, 3, 5, 7)

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to begin constructing a discipline model that would encourage on-task behavior and discourage off-task behavior. (Conceptual Framework 1, 2, 5)

At the end of the university class session, the teacher intern should be able to define the classroom rules utilized by his/her partnership teacher and decide if those classroom rules would be consistent with the teacher intern's personal discipline model.

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to evaluate daily teaching lessons and curriculum units. (Conceptual Framework 3, 4)

Given the opportunity to plan and implement instruction in the public schools, the teacher intern should be able to revise instruction on the basis of student comments, questions and performances. (Conceptual Framework 1, 2, 4, 3)

After completing classroom observation in the public school, the teacher intern will be able to demonstrate his/her understanding of the professional responsibilities of the teacher in the classroom, school and community. (Conceptual Framework 1, 7)

At the end of the university class session, the teacher intern should be able to list and discuss some guidelines for conferencing that would help the partnership teacher and teacher intern derive maximum benefit from conferencing. (Conceptual Framework 1, 2, 4)

NC TEACHER PROFESSIONAL STANDARDS

Standards and Indicators	Evidence and Documentations
<p>STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP</p> <ul style="list-style-type: none"> • Leads in classroom • Demonstrates leadership in school • Leads the teaching profession • Advocates for schools and students 	<p>Lesson Plans Lesson Plan Reflections Student surveys (e.g. exit slips, affective surveys) Communication journal entries Evidence of co-planning with grade level Student data (e.g. demographics, grade book) Discipline Records Classroom Management Plan Student work samples Class rules and procedures Observation of Candidates Performance Evaluations Periodic Assessment of candidate progress from University Supervisor Visitation Form Professional Growth Plan</p>
<p>STANDARD II: TEACHERS</p>	<p>Demographic survey data</p>

<p>ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS</p> <ul style="list-style-type: none"> • Provides an environment in which each child has a positive, nurturing relationship with caring adults • Embraces diversity in the school community and in the world • Adapts their teaching for the benefit of students with special needs • Works collaboratively with the families and significant adults in the lives of their students 	<p>Assessment products Documentation of IEP data use Communication log—parents & community Lesson Plans Lesson Plan Reflections Unit Plans Assessment Modifications Cultural Awareness Projects Use of technology to incorporate cultural awareness Student surveys Orientation Log</p>
<p>STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH</p> <ul style="list-style-type: none"> • Aligns their instruction with the NCSCOS • Knows the content appropriate to their teaching specialty • Recognizes the interconnectedness of content areas/disciplines 	<p>Use of NC Standard Course of Study Lesson Plans Lesson Plan Reflections Unit Plans Use of content standards Special projects/performances Display of creative student work Periodic Assessment of Candidates progress Observation of Candidates Performance Evaluations Assessment Modifications Websites cross-referenced with the Standard Course of Study Assessment Analysis Long Range Planning Guide Rubrics Description of gains/losses</p>
<p>STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS</p> <ul style="list-style-type: none"> • Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of their students • Plans instruction appropriate for their students • Uses a variety of instructional methods • Integrates and utilizes technology in their instruction • Helps students develop critical thinking and problem-solving skills • Helps students work in teams and develop leadership qualities • Communicates effectively • Uses a variety on methods to assess what each student has learned 	<p>Lesson Plans Lesson Plan Reflections Student surveys (e.g. exit slips, affective survey) Communication journal entries Uses a variety of data for short and long term planning of instruction; monitors and modifies instructional plans to enhance student learning. Student data (e.g. demographics, grade book) Student work samples Class rules and procedures Observation of Candidate Performance Evaluations Periodic assessment of candidate performance Technology integrated lessons Divergent and higher order questions Collaborative lesson planning Cooperative group work Technology Projects Student Resources Graphic Display of Assessments Assessment Analysis Long Range Planning Guide Homework procedures Makeup work procedures Rubrics</p>
<p>STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE</p> <ul style="list-style-type: none"> • Analyzes student learning • Links professional growth to their professional goals 	<p>Lesson Plans Lesson Plan Reflections Unit Plans Use of formative assessment data Student work samples</p>

<ul style="list-style-type: none"> • Functions effectively in a complex, dynamic environment 	Formative and summative assessment data Professional Seminar Schedule Communication journal entries Reflection Paper on Conceptual Framework Site seminar agendas/notes Reference sources for teachers Personal teaching philosophy Orientation Log

12. GENERAL REQUIREMENTS

- Adhere to the LEA school calendar for school days, teacher workdays and holidays.
- Adhere to the FSU Teacher Candidate Handbook, policies and procedures
- Compile daily detailed scripted lesson plans and make available to University Supervisor during visits as well as in accordance to the LEA requirements
- Provide documentations and evidences to support the North Carolina Professional Teaching Standards

13. EVALUATION CRITERIA

The final grade will be determined by the cooperating teacher and the university supervisor. The exit criteria will be utilized to determine the grade.

POSSIBLE POINTS ON EXIT CRITERIA

NOT MET	EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED
22	23-44	45-72	73-88	89 -100
1 =F	2 = D	3 = C	4=B	5 =A

14. COURSE OUTLINE (with Assignment Schedule)

Week 1 Observation Period/ Assume Extra Duty Activities

Weeks 2 -13 Begin to assume teaching load until teaching full Load

University Supervisor Initial visit

University Supervisor Evaluation #1

Conference with University Supervisor

University Supervisor Evaluation #2

Conference with University Supervisor

Decrease Teaching Load (See Appropriate Schedule)

Observation of Lower and /or Upper grade levels

Week 10 PATH Schedule Exit Evaluation and Conference

Week 15 Traditional Schedule Exit Evaluations and Conference

15. TEACHING STRATEGIES

The University Supervisor will conduct conferences and provide support for the teacher candidate as needed. Demonstrations, illustrations, examples, and referrals will be provided as appropriate c.

17. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Brown, Sally A., 1995 500 Tips for Teachers. Washington, DC: Kogan Page.

Daniels, Harvey, 1994 Literature circle: voice and choice in the student-centered classroom. New York: Stenhouse Publishers.

MacDonald, Robert E., 1991. A handbook of basic skills and strategies for beginning teachers facing the challenge of teaching in today's schools. New York: Longman.

North Carolina State Board of Education, 2000. A guide to the ABC's for teachers. Raleigh, NC: NC Division of State Library.

Prosise, Roger D., 1996. Beyond rules and consequences for classroom management. Bloomington, Ind.: Phi Delta Kappa Education Foundation.

Raffini, James P., 1996. 150 ways to increase intrinsic motivation in the classroom. Boston: Allyn and Bacon.

Shlomo, Sharon, 1994. Handbook of cooperative learning methods. Westport, Conn.: Greenwood Press.