

OAKLAND UNIVERSITY

TD 555: Internship and Seminar in Elementary Education

Fall 2016

1. **TD 555: Internship and Seminar in Elementary Education, 8 cr. hrs.**
2. **Description:** Provides an internship in an assigned school district under the guidance of a classroom teacher and student teacher supervisor. Enrollment for a total of 8 credits is required for completion of the internship. Interns will be expected to begin and end their experience according to the calendar of the district to which they are assigned, as well as follow the district calendar during the internship. Emphasis will be placed on the development and application of effective instructional methods and classroom management techniques. **This course may not be repeated.**
3. **Contact Information for supervisor** _____
Email _____ **Phone** _____
4. **Prerequisites:** Completion of *all* major and/or minor coursework and *all* MATEE coursework requirements. Interns must maintain the required GPA and satisfy the minimum required grades in majors, minors, and professional courses in order to remain eligible for the internship.
5. **Required Textbook:** *Internship Handbook*. Expectations and requirements are stipulated and interns are expected to know them and complete all with the highest degree of professionalism.
6. **Expected Competencies:** The goal of SEHS professional education programs is to develop capable practitioners who will prepare children and adults for multiple roles in an ever-changing, global environment. By completion of their program study, candidates will demonstrate:
 - a. **Knowledge Base:** An understanding of a common core of the knowledge gained through study in the liberal arts and in selected areas of content specialization and will evidence skill in the use of this knowledge in their teaching.
 - b. **Performance Excellence:** Readiness to assume responsibility for classroom teaching and to use appropriate teaching practices including effective communication and classroom/group management skills.
 - c. **Diversity and Collaboration:** Respect and value for human diversity and the ability to work with others (e.g. parents, colleagues, and community professionals) to meet the needs of diverse populations.
 - d. **Technology:** The ability to use information technology to support student learning and productivity.
 - e. **Continuous Improvement:** The ability to use research, best practices, and assessment to evaluate and improve student learning and personal professional performance.
 - f. **Conceptual Framework:** The ability to articulate a professional conceptual framework or philosophy based on research, best practices, and reflection when speaking to current educational issues.
 - g. **Leadership and Outreach:** A disposition to continue professional growth and to make on-going contributions to their professions.
 - h. **Ethics and Professional Judgment:** Knowledge of and a willingness to comply with the Michigan Code of Ethics for Teachers, including without limitation the ethical obligation of teachers to demonstrate personal and professional integrity, behave in a trustworthy manner, adhere to expected social practices, current state and federal law and state and national student assessment guidelines, and exercise sound professional judgment.

7. Retention in SEHS Professional Education Programs is based on the expectation that students will demonstrate the characteristics of, and conduct themselves as members of, the profession as described in the Expected Competencies. Students may be removed from a program, removed from a field placement or may not be recommended for certification:
 - a. If they fail to fulfill any such expectations to Oakland University's satisfaction, including without limitation the expectation that they demonstrate adequate and appropriate communication ability and character and develop, maintain and fulfill their professional relationships, responsibilities and competencies;
 - b. Academic misconduct;
 - c. Violations of the Michigan Code of Ethics for Teachers;
 - d. Failure to fulfill any Oakland University academic or conduct requirements; or
 - e. Violations of any other program or Oakland University's policies, rules, regulations or ordinances.

Students may also be removed from field placements:

- a. Upon request of a building administrator;
 - b. For a failure to comply with the requirements of this Competency and Retention Statement;
 - c. If Oakland University determines that removal is in the best interests of the student, Oakland University, the professional education programs or the schools where the student is placed;
 - d. Inadequate planning, classroom management, and/or discipline;
 - e. Lack of content knowledge;
 - f. Deficiency in oral or written communication skills;
 - g. Inappropriate personal or professional behavior;
 - h. Ethical impropriety;
 - i. Violation(s) of community standards or policies; or
 - j. Failure to exercise appropriate, professional judgments.
8. **Course Topics:** Emphasis is placed on the application and integration of instructional methods and classroom management techniques. Interns will, concurrent with the internship experience, attend a series of mandatory seminars where the topics will cover subjects pertinent to the internship experience and to extending and refining the interns' skills and understandings of teaching and learning.
 9. **Field Experience and Clinical Practice:** Each intern will participate in clinical practice for a minimum of 15 weeks or a full term under the (a) daily leadership and guidance of a cooperating teacher who holds an elementary-level teaching certificate, and (b) the periodic supervision of a student teacher supervisor. The cooperating teacher provides day-to-day assistance and feedback; the student teacher supervisor assesses growth across the experience as well as the intern's ability to apply procedures that reflect the program's preparation and goals, and provides guidance and support.
 10. **Methods of Instruction:** Student teacher's knowledge of teaching will be developed and enhanced through observations, modeling, team teaching, self-evaluation, daily leadership of a cooperating teacher, and periodic observations by, and conferencing with, a student teacher supervisor. Emphasis is on collaborative instruction with cooperating teachers, administrators, student teacher supervisors, and fellow interns.
 11. **Performance Assessment:** This is a graded course for which 8 graduate credits are awarded. Conferences with the intern, cooperating teacher, and the student teacher supervisor are held to assess progress. The criteria found in the lesson observation form, the midterm assessment, and the final evaluation (Appendix A of the *Internship Handbook*) should be used as weekly talking points between the cooperating teacher and the intern to assess involvement and progress. Areas of need,

as well as strengths, should be addressed. (There is ample time to remediate concerns that arise early in the internship.)

The *mid-term assessment* must be completed at the mid-point of the student teaching internship. It can be completed jointly by the cooperating teacher and the intern, or it may be completed independently by each and then discussed. It is recognized that some areas in the mid-term assessment are not measurable at that time; however, the process of completing the assessment should help to identify the goals for the remainder of the student teaching internship. A copy of the mid-term assessment is to be given to, and discussed with, the student teacher supervisor by the intern and the cooperating teacher. (If the mid-term was initially done independently by the intern and the cooperating teacher, copies of each assessment should be given to the student teacher supervisor.)

The internship grade will be reflective of the *final evaluation* by the cooperating teacher and the student teacher supervisor. Because the supervisor's evaluation is a narrative, it serves as the letter of recommendation; no additional letters of recommendation will be written by the supervisor. Interested employers may contact the supervisor by phone.

Grading: The grade is based on performance that reflects preparation in Oakland University's MATEE education program. The relationship between numerical grade and expectations appears below:

3.9-4.0 Honor Grade: *The intern was highly motivated and demonstrated consistent and exceptional talent for teaching and contributing to students' learning.*

3.6-3.8 Grade of A: *The intern was highly competent and demonstrated the abilities and knowledge necessary for teaching and contributing to students' learning. All internship requirements and teaching responsibilities were fulfilled with little or no supervision required*

3.0-3.5 Grade of B: *The intern demonstrated the essential abilities and understandings for teaching and contributing to students' learning. All internship requirements and teaching responsibilities were fulfilled with minimal supervision required.*

2.0-2.9 Grade of C: *The intern demonstrated the basic abilities and understandings for teaching and contributing to learning. All internship requirements and teaching responsibilities were fulfilled but with moderate to significant levels of assistance.*

A grade of 3.0 or above is required for all professional coursework in the Master of Arts in Teaching program at Oakland University. Students who do not earn a grade of 3.0 or better for the student teaching internship will not be recommended for certification.

12. **Professional Expectations:** Interns are responsible for attending all scheduled internship time (and attending all scheduled seminars). If an emergency arises, which precludes attendance, the cooperating teacher is to be notified early and all plans and materials for which the intern is responsible are to be made available at the school. Interns are also to notify their student teacher supervisor as to the emergency and their projected absence from their placement. Dependent upon the length of absence, an extension of the placement may be required.
 - a. **Teaching Schedule:** Interns should prepare a schedule for the student teacher supervisor by the first introductory visit. This schedule should include start and ending times, scheduled school closings, etc. Interns and their cooperating teachers will also establish a schedule so the intern cumulatively adds responsibility each week. This is to be discussed with the student teacher supervisor.

b. **Notebook:** Interns must maintain a notebook that contains the following items:

- a. Student and Classroom Information
- b. Classroom Management
- c. Units and Lesson Plans
- d. Portfolio Quality Unit
- e. Written Observations
- f. Mid-term assessment
- g. Other Resources
- h. University Information

See pp. 12-13 of the *Internship Handbook* for additional information.

• **Lesson Plans:** These should contain the following elements:

- a. Goals (standards), understandings, essential questions and objectives
- b. Authentic assessments for determining the achievement of the desired results
- c. A learning plan (sequence of learning activities...including closure)
- d. Provisions for students with special needs (differentiation of instruction)
- e. Materials needed for teaching the lesson, including technology
- f. Reflection following the lesson

Written plans are more detailed for novice teachers than for experienced teachers who, due to their experience, are able to plan mentally and instinctively. It is expected that lesson plans will become briefer throughout the semester, but careful planning for the same elements should be evident while the lesson is being taught.

o **Equity Task:** You are required to complete a videotaped lesson that is approximately 30 minutes in length. The purpose of this task is to help you evaluate the way you engage the diverse set of students who populate your classroom. The best type of lesson to videotape is one in which you are likely to interact with the greatest number of students. Prior to completing the gender-equity video:

- ✓ You must ascertain and follow your school district's policies for video when students are present
- ✓ Arrange for your cooperating teacher or someone else in the building to video you.

• **Weekly Reflection:** *Weekly communication with your supervisor is required.* It should inform the supervisor about activities and experiences in which you have been involved. It may be about instructional issues, classroom management, special experiences such as parent conferences, professional development training, etc. and should be reflective in nature. Your reflections help the supervisor add specific activities to the final evaluation, and may also alert her/him to something that you wish her/him to see during a scheduled observation. It also serves as a forum for expressing items of frustration or celebration. Reflections must be at least a paragraph in length and exhibit correct usage and form.

• **Units:** Please see the *Lesson and Unit Planning* document for information regarding the requirements.

Please note: One unit is to be designated as the "portfolio quality" unit. It will receive extra scrutiny by the student teacher supervisor for two purposes. The first is to provide general feedback which may be applicable to the development of all units. The second purpose is to

provide specific feedback to help the intern in developing a unit suitable for inclusion in his or her professional portfolio.

- **Requirements to Ensure Success:**

- a. Arrive early before school and stay after school, according to the mandated contract hours, or more if necessary, to prepare and conference with the cooperating teacher.
- b. Attend all meetings, conferences, programs, etc. before and after school, and always be on time.
- c. Prepare plans and materials and review these with the cooperating teacher one or more days before implementation.
- d. If you are ill, contact the cooperating teacher and the student teacher supervisor, and make sure that all plans and materials for which you are responsible are ready for your cooperating teacher.
- e. Correct, record, and return students' papers in a timely fashion.
- f. Incorporate as many "hands-on" experiences as possible.
- g. Maintain effective classroom management.
- h. Exhibit appropriate usage of English, both verbal and written.
- i. If possible, plan a field trip and/or a team teaching activity.

13. **Student teacher supervisor Observations/Visits:** Following an introductory visit to the school and classroom, the student teacher supervisor will observe the student teacher a minimum of five times. The fifth visit will be for the final evaluation three-way conference with the student teacher and the cooperating teacher. (Additional visits/observations may occur at the supervisor's discretion.)

A block of time for the observation is to be scheduled by each intern in consultation with the student teacher supervisor. Each block should allow time to observe an entire lesson (at least 30 minutes), a short conference between the supervisor and the intern, and a short conference between the supervisor and the cooperating teacher. In case of an emergency (e.g. weather) that either closes the school or prevents the supervisor getting to the school, observations will be re-scheduled.

Cooperating teachers may wish to join the Student teacher supervisor during the observation and are welcome to participate in a three-way conference if the classroom schedule allows. The supervisor would like to have one observation, with the cooperating teacher not present, so that she/he can assess the intern's classroom management.

14. **Substituting:** Substituting for your cooperating teacher is permitted according to the policy stipulations described on the forms page of the MATEE student teaching section of the website. <https://wwwp.oakland.edu/sehs-sfs/student-teaching-internships/MATEE/> The paperwork for the substitute teaching authorization requires the signature of the intern, cooperating teacher, student teacher supervisor, building administrator and district representative. *Supervisors will not sign off until they have observed you in the classroom.* The completed materials should be faxed to our office at (248) 370-4920. The final approval will be faxed back to the district office. You are not cleared for substituting until you get an email from our office assistant.

15. Completion Requirements:

	✓	Internship Reminders & Completion Requirements	Syllabus	Handbook
1		Classroom schedule	x	
2		Internship Notebook	X	13-14
3		Unit and Lesson Plans	X	21-22, 56-62
4		Weekly reflection/communication with student teacher supervisor	X	66
5		Equity Task	X	67-69
6		Mid-Term Assessment(s)	X	26, 49-50
7		Classroom Observations	X	On website Exit and Certification Requirements
8		Attend all meetings, conferences, and programs as required of cooperating teacher	X	6
9		Notify student teacher supervisor when absent from classroom.	X	6
10		Make up absences as required by supervisor and cooperating teacher.		6
11		a. Portfolio Quality Unit: Feedback, Cover pp., Reflection	X	13, 56-58, 62
		b. Cooperating Teacher Assessment of Student teacher supervisor		On website under Cooperating Teacher
		c. Intern's Perception of Student teacher supervisor		On website Exit and Certification Requirements
		d. Intern's Evaluation of MAT Program		On website Exit and Certification Requirements
		e. Intern's Perception of Placement/Internship		On website Exit and Certification Requirements
		f. Application for Initial Provisional Certification		On website Exit and Certification Requirements
		g. Final Evaluation		On website under Forms Tab
		h. First Aid/CPR Certificate(s)		On website Exit and Certification Requirements
		i. Last page of Teacher-Candidate Survey		On website Exit and Certification Requirements Identification information in E-mail from supervisor

Please note: Items highlighted in "bold" must be turned in by the end of the internship.