

OAKLAND UNIVERSITY

TD 559: Internship in Secondary Education

Winter 2015

1. **TD 559:** Internship in Secondary Education, 10 cr. hrs.
2. **Catalogue Description:** Provides a semester internship in an assigned school district under the guidance of a classroom teacher and university supervisor. Enrollment for a total of 10 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. **Authorized Instructors:** Joseph Sayers, Marge Mandl, Anica Bowe
4. **Contact Information: University Supervisor's Name:** _____
Email _____ **Phone** _____
5. **Prerequisites:** Admission to MAT Program, completion of all major and minor coursework and all MAT coursework requirements with the exception of SE 521 and TD 556. Interns must maintain the required GPA in majors, minors, and professional coursework in order to remain eligible for the internship.
6. **Required Textbook:** *Internship Handbook*. Expectations are stipulated and interns are expected to know them and complete all with the highest degree of professionalism.
7. **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.

8. **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.
9. **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 a broad range of subjects pertinent to the internship experience and to extending and refining the interns' skills and understandings of teaching and learning.
10. **Field Experience and Clinical Practice:** Each intern will participate in clinical practice for a minimum of 12 weeks under the (a) daily leadership of a cooperating teacher who holds a secondary teaching certificate in the appropriate major/minor, and (b) the periodic supervision of a university supervisor. The cooperating teacher provides day-to-day assistance and feedback; the university 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.
11. **Methods of Instruction:** Course requirements are planned according to the needs of the students in various subject area concentrations. Emphasis is on collaborative instruction with cooperating teachers, administrators, university supervisors, and fellow interns.
12. **Performance Assessment:** This is a graded course for which 10 graduate credits are awarded. Conferences of the intern, cooperating teacher, and the university 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*) are to be used as a 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 12-week 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 university 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 university supervisor.)

The internship grade will be reflective of the final evaluation by the cooperating teacher and the university 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 secondary 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.

13. **Professional Expectations:** Interns are responsible for attending all scheduled internship time for 12 weeks. If an emergency arises, which precludes this, 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 university supervisor as to the emergency and their projected absence from their placement. Depending upon the length of absence, an extension of the placement may be required.

- **Teaching Schedule:** Interns should prepare a schedule the 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 university supervisor.
- **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(s)
 - g. Weekly Reflections
 - h. Other Resources
 - i. University Information

The notebook must be readily accessible to the university supervisor when he or she visits your school.

- 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.

- **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 taping when students are present; and
 - ✓ Arrange for your cooperating teacher or someone else in the building to videotape 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 instruction issues, classroom management, special experiences such as parent conferences, professional development training, etc. and should be reflective in nature. It helps 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. Entries must be at least a paragraph and exhibit correct usage and form.
- **Classroom Observation Forms:** Interns will complete Classroom Observation Forms for *two* teachers/classrooms. These will be submitted to the Coordinator at the culminating seminar, along with other exit documentation. Be sure to make detailed, specific, factual observation notes on the forms.
- **Units:** Please see the *Lesson and Unit Planning* 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 university 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 no later than the Thursday before the beginning of the week they are to be instituted.

- d. If you are ill, contact the cooperating teacher and the university 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.

14. **University Supervisor Observations/Visits:** Following an introductory visit to the school/classroom, the university supervisor will observe the student teacher a minimum of three 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 university 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 University 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.

15. **Substituting:** Substituting for your cooperating teacher is permitted according to the policy stipulations described in Appendix E of the *Student Teaching Handbook*. The paperwork for the authorization requires the signature of the intern, cooperating teacher, university supervisor, principal and district representative. Supervisors will not sign off until they have observed you in the classroom. The completed materials should be faxed to (248) 370-4920 along with verification that you have a substitute permit in that district. The final approval will be faxed back to the district office.

16. **Completion Requirements:**

		Internship Reminders & Completion Requirements	Syllabus	Handbook page or SFS Website
1.		Teaching schedule	X	
2.		Notebook	X	16
3.		Unit and Lesson Plans	X	16, Internship Overview tab
4.		Weekly reflection/communication with university supervisor	X	
5.		Equity Task	X	Exit Requirements
6.		Mid-Term Assessment(s)	X	26; Forms Tab
7.		Classroom Observations (2)	X	Exit Requirements
8.		Attend all meetings, conferences, and programs as required of cooperating teacher	X	9
9.		Notify university supervisor when absent from classroom	X	9
10.		Make up absences as required by supervisor and cooperating teacher		9

11.		Examples of student work with related rubric/s (may be part of unit)	X	
12.		a. Cooperating Teacher Assessment of University Supervisor		Exit Requirements
		b. Intern's Perception of University Supervisor		Exit Requirements
		c. Intern's Evaluation of MAT Program		Exit Requirements
		d. Intern's Perception of Placement		Exit Requirements
		e. Certification Application for OU and MOECS		Exit Requirements and Certification Requirements
		f. Felony Misdemeanor Form		Exit Requirements
		g. Portfolio Unit: Cover Page(s) and Reflection	X	
		h. Final Evaluation		30; Forms Tab
		i. First Aid/CPR Certificate(s)		Applying for Student Teaching Submit Final Forms Tab
		j. Last page of Teacher-Candidate Survey		Exit Requirements Code will come from supervisor on an E-mail

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