

OAKLAND UNIVERSITY
School of Education and Human Services/Teacher Development and Educational Studies
SED455: Internship in Secondary Education
2014-2015

1. SED455: Internship in Secondary Education, 12 cr. hrs., Department of Teacher Development and Educational Studies

2. Catalogue Description: Provides an academic year internship in an assigned school district under the guidance of a classroom teacher and university supervisor. Enrollment for a total of 12 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 year. Emphasis will be placed on the development and application of effective instructional methods and classroom management techniques. **This course may not be repeated.** *Satisfies the university general education requirement in the Integration Area: Capstone Experience.*

3. Authorized Instructors:

Tuf Francis, Sharon Fitzhenry, Dan Majeske, Ron Fritz: History
Sharon Fitzhenry: Biology, Chemistry, Physics, Science
Vivian Szmigiel, Pauline Walker, Dan Majeske: English
Clarence Tabar and Ron Fritz: Math
Marge Mandl: Modern Language

4. Contact Information: University Supervisor's Name

Email _____ **OU Phone** _____ **Other** _____
(OU students are provided with individual emails and phone numbers upon assignment of supervisors.)

5. Prerequisites: Admission to Secondary Education, Admission to Internship, completion of all major and minor coursework and all STEP coursework requirements with the exception of SED428 (4 credits) and SE501 (4 credits) which are to be completed in Fall 2014 term. (Foreign Language takes 6 credits of SED428 and EED428). Interns must have documented successful completion of the MTTC major and minor tests by August 15, prior to internship beginning, as well as proof of liability insurance and CPR (adult and child) and First Aid Certification. The CPR/First Aid may not be taken on-line and should be valid at least two months past student teaching. Interns must maintain the required GPA in majors, minors, and professional coursework in order to remain eligible for the internship.

*Participants are advised to make sure that they apply for graduation by the date listed in the winter semester course schedule. You will not graduate at the end of

winter 2015 if you do not meet the application deadline. This is different and separate from applying for certification.

6. General Education Learning Outcomes:

Integration Knowledge Areas

Capstone Experience

The student will demonstrate:

- Appropriate uses of a variety of methods of inquiry and a recognition of ethical considerations that arise
- The ability to integrate the knowledge learned in general education and its relevance to the student's life and career

7. Foundations of Knowledge Area

Formal Reasoning

The student will demonstrate:

- Knowledge of one or more formal reasoning systems such as computer programming, mathematics, statistics, linguistics or logic
- Application of formal reasoning to read, understand, model and solve problems across a variety of applications

8. Cross-cutting Capacities:

- Effective Communication
- Critical thinking

9. Course Objectives:

See the performance based rubric evaluation for specific description of course objectives and expectations. Students must demonstrate meaningful interaction with students, parents, teachers, and other school personnel. Students must identify major challenges, and demonstrate through reflection and implementation, the ability to model, solve and resolve problems within the context of 7-12 classrooms. Students must demonstrate appropriate knowledge base through their lesson design and implementation within the classroom environment. Students must demonstrate the ability to incorporate persons of diverse value systems, societal structures, and ability levels within the classroom and also to develop and implement appropriate management to ensure maximum learning and a safe environment.

10. Required Textbook(s)and/or Readings: Internship Handbook (found www.oakland.edu/sehs, Student resources, Field and Student Teacher Placement, Secondary, Step Intern Information), and seminar materials. Expectations are stipulated and interns are expected to know them and complete all with the highest degree of professionalism. Also expected is reading and understanding of the OSHA standards, and all seminar materials posted on the website.

11. Unit and Professional Education Program Performance Goals Addressed in

Course: *The goal of our 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:

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.

Performance Excellence: Readiness to assume responsibility for classroom teaching and to use appropriate teaching practices including effective communication and classroom/group management skills.

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.

Technology: The ability to use information technology to support student learning and productivity.

Continuous Improvement: The ability to use research, best practices, and assessment to evaluate and improve student learning and personal professional performance.

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.

Leadership and Outreach: A disposition to continue professional growth and to make on-going contributions to their professions.

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.

12. Course Topics or Knowledge Base: Emphasis is placed on the application and integration of instructional methods and classroom management techniques. Interns will, concurrent with the internship experience, attend mandatory bi-monthly seminars at which the following topics will be discussed: Internship Orientation, Professionalism and the Internship Experience, Classroom Management, Gender Equitable Practices, Engaged Learning and the Role of Technology, Legal and Ethical Issues for Teachers, Portfolios, Resumes and Interview Formats, National Board of Teaching Standards, Oakland Consortium Requirements, Placement Office and Job Searches, Substitute teaching, MEA. See the on-line schedule on Oakland's website

for the dates of these required seminars, arranged by the Office of School & Field Services. Grades will be lowered .1 point for any missed seminar.

13. Field Experience and Clinical Practice: Each student will participate in clinical practice for the entire academic year (August-April), 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. The clinical practice for August-December will be ½ days, during January-April it will be full days and analogous to the typical student teaching configuration. Interns are responsible for keeping a regular journal and log, a dossier of their daily work, completing bi-weekly reflective journals, and are expected to finalize their professional portfolios during the internship.

14. Methods of Instruction: Course requirements are planned according to the needs of the students in various subject area concentrations. Emphasis is placed on collaborative interactions with practicing teachers, administrators, and university instructors. This should include guided observation, modeling, team teaching, self-evaluation, observation, reflection on practice, and conferencing with cooperating teacher and university supervisor. Seminars are scheduled with speakers from the various districts hosting interns regarding the above listed course topics.

15. Performance Assessment: This is a graded course, and grades are derived by a consensus of the cooperating teacher and university supervisor, for each intern according to the criteria stipulated in the performance rubric –Midterm Performance-Based Assessment Form. The Midterm Performance-Based Assessment Form is the rubric indicating expectations. This should be completed independently by both the cooperating teacher and student intern and then discussion of any differing perceptions should occur. It is recognized that some areas are not applicable at the time of the Midterm Assessment, however, it does then identify the goals for the remainder of the internship. Two copies of this evaluation should be made and given to the university supervisor at the designated time. **Make sure that you have also completed the appropriate content section.**

Student learning will be assessed using the following assessment tools which should be completed on the following time frame:

Initial Feedback on Field Adaptation Form-----October/November
Midterm Performance-Based Assessment Form-----January
Final narrative evaluation-----April

- Conferences of the intern, cooperating teacher, and the university supervisor are held to assess progress. There is ample time to remediate concerns that may arise early in the internship, and if this occurs a

professional growth plan will be put into place. The grade will be reflective of the final written narrative evaluations by the cooperating teachers and the university supervisor. Because these narratives are letters of recommendation, no additional letters of recommendation will be written by the supervisors. Interested employers may contact the supervisor by phone or email.

16. Grading: The grade is based on performance that reflects Oakland University’s Secondary Teacher Education Program and performance that exceeds, meets, or falls short of expectations of students who have been prepared in this program. The relationship between numerical grade and expectations appears below:

<p><i>A</i> (Exceeds Expectations) 4.0 3.9 3.8 3.7 3.6</p>	<p><i>Very good to excellent performance. Goes beyond normal expectations for performance, planning activities and taking responsibilities. Self motivated and involved. Strongly concerned with professional development. Very responsive to ideas and suggestions. Creative, effective, prepared. Highly reflective. Relates very well with students and colleagues. Demonstrates the potential for teaching excellence.</i></p>
<p><i>B</i> (Meets Expectations) 3.5 3.4 3.3 3.2 3.1 3.0</p>	<p><i>Meets expectations for a new teacher. Shows concern for professional development, is responsive to new ideas and concerns of students and colleagues. Reflective. Communicates well with students and generally achieves objectives of instruction. Generally prepared and demonstrates the potential for good teaching.</i></p>
<p><i>C+</i> (Falls short of expectations in some areas) 2.9 2.8</p>	<p><i>...but generally has promise of developing into a capable teacher. Generally not as responsive to ideas and suggestions of others. Tends to rely on preplanned materials and may need continued support. Takes responsibility for the classroom but does not participate much in other professional activities.</i></p>
<p><i>C</i> (Falls short of expectations) 2.7 and below</p>	<p>**Grades of 2.7 and lower do not qualify for recommendation for certification.</p>

***** A grade may be lowered a tenth of a point for each missed seminar.**

Interns will receive a “P” grade in December, which means that the course is still in progress. With successful completion of the full internship in April, the same final grade will be entered for both the fall and winter credits of SED455. If a student withdraws after the stipulated withdrawal date, a grade must be entered. If a student withdraws during the winter portion of the internship, due to removal from placement for unsatisfactory progress, a (0.0) must be entered for the fall SED455 credits. Additionally, if they do not withdraw from the winter portion of the internship prior to the stipulated withdrawal date, a grade must be entered for winter also.

17. Academic Conduct Policy: Cheating, plagiarism, falsifying records/reports, and unauthorized collaboration, access, or modifying of computer programs are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

18. Professional Expectations: Students are responsible for attending all scheduled internship time for the entire academic year (August through April), and attending all seminars scheduled, arriving on time. If an emergency arises, which precludes this, the cooperating teacher is to be notified early and all plans and materials that the intern is responsible for are to be available at the school. Students are also to notify their university supervisor as to the emergency and their projected absence from their placement. Dependent upon the length of absence, an extension of the time frame of the placement may be required.

- **Teaching Schedule:** Interns should prepare a schedule of their teaching hours, including district vacation days, start and ending times for the day, etc. for the supervisor by the first introductory visitation.
- **Lesson Plans:** These should contain the following elements:
 - Core Curriculum Benchmark(s) from relevant curriculum area
 - Specific Objective (s)
 - Motivation or Anticipatory Set
 - Development
 - Conclusion
 - Assessment
 - (You may reference the handout provided in your handbook or your university supervisor may provide you with a preferred form.)
 - Include cross- curricular integration as well as real life application.

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 year, but careful planning for the same elements should be evident while the lesson is being taught. Remember: Set a purpose before any reading, listening, laboratory, or viewing activity. **Weekly lesson plans with appropriate materials should always be ready for the university supervisor when he/she arrives. University requirements include that you must**

provide your cooperating teacher with written lesson plans and materials on Thursday, prior to the week of planned implementation.

- **Notification of Experiences:** Regular communication with your supervisor is required at least weekly. Dependent upon the supervisor's direction, this may be by email, letters, journal entries. It should inform the supervisor about content areas, 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. Entries must be at least a paragraph and exhibit correct grammar and spelling.

- **Unit of Study-Analysis:** When constructing or implementing a unit plan, it is important that you analyze student progress and your effectiveness. Use the following guidelines when you construct and analyze.
 - 1) An outline or overview of the general goals (Benchmarks and Content Standards from state curriculum) and specific objectives taught during the unit.
 - 2) A task analysis of the skills or content for each of the specific objectives.
 - 3) A student evaluation grid sheet for your class showing progress toward mastery of the skills or content (task analysis) of individual students.
 - 4) A reflective section which discusses: (a) the overall reaction of the students to the unit, (b) the learning progress of the students toward the objectives, (c) your thoughts on modifications you would make to any of the lessons before teaching them again (or use the reflection sheet).
 - 5) A folder of activity sheets used with students, homework sheets, parent communications, assessments, copies of grade, records, rubrics, or anecdotal notes, samples of student's work, photos of projects/bulletin board displays, etc. which may become part of your portfolio.
 - 6) Weekly plans

This should be available for your university supervisor to review.

- **Classroom Management:** It is required that you be able to explain the management program used in the classroom and reflect on how successful it is for you. Discussions with supervisors will center on the success, and potential ways to increase it.

- **Gender Equity:** Students will attend one seminar on gender equity, and will be expected to demonstrate gender equitable practices in their

classrooms. Student teachers will complete two video tapes of lessons, and the gender equity form; one by December, one by April.

- **Requirements to Insure Success:**

- 1) 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.
- 2) Attend all meetings, conferences, programs, etc. before and after school, and always be on time.
- 3) **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. This is an absolute requirement of the university program.**
- 4) 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.
- 5) Correct, record, and return students' papers in a timely fashion.
- 6) Incorporate as many "hands-on" experiences as possible.
- 7) Maintain effective classroom management.
- 8) Exhibit appropriate usage of English, both verbal and written.
- 9) Communicate-Ask questions, take notes.
- 10) Science interns must follow University Safety Guidelines.
- 11) Use technological resources whenever available.

19. University Supervisor Observations: Students will be observed a minimum of five times per semester (fall and winter) by the university supervisor. Each observation should allow time to observe an entire lesson, a short conference between the supervisor and the intern, and a short conference between the supervisor and the cooperating teacher. This is the minimum number of observations required. It does not restrict supervisors from making more numerous observations, or from making unscheduled observations.

20. Substituting: Substituting is permitted according to the policy stipulations described in the last section of your handbook. **The appropriate paperwork to authorize this requires the signature of the student teacher, cooperating teacher, university supervisor, principal and district representative. If you are in a district that uses PESG, then you do not get the district signature. This signature will be obtained by the Director of School and Field Services when your materials are received. Supervisors will not sign off until they have observed you in the classroom.** The completed materials should be faxed to the Director at (248)370-4920

along with the verification that you have a substitute permit in that district. **The final approval will be faxed back to the district office.**

21. Timelines: Your handbook stipulates requirements and timelines for completion of the requirements. The schedule on the web site will also contain a listing of specific documentation requirements and at which seminar these are due to be turned in.

22. Graduation: Please remember to apply for graduation for W'2015 term and make sure that you have registered for a total of 12 credits of SED455 between F'2014 and W'2015 semesters. It is strongly suggested that you apply for graduation for W'2015 according to the stipulated timeline in the course schedule such that you will be able to graduate in May 2015.

23. Retention in the SEHS Professional Education Programs:

Retention in the 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: (i) 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; (ii) academic misconduct; (iii) violations of the Michigan Code of Ethics for Teachers; (iv) failure to fulfill any Oakland University academic or conduct requirements; or (v) violations of any other program or Oakland University's policies, rules, regulations or ordinances.

Students may also be removed from field placements: (i) upon request of a building administrator; (ii) for a failure to comply with the requirements of this Competency and Retention Statement; (iii) 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; (iv) inadequate planning, classroom management, and/or discipline; (v) lack of content knowledge; (vi) deficiency in oral or written communication skills; (vii) inappropriate personal or professional behavior; (viii) ethical impropriety; (ix) violation(s) of community standards or policies; or (x) failure to exercise appropriate, professional judgments.

LESSON PLANNING

***** All written plans are to be submitted to the cooperating teacher no later than the Thursday prior to the week of planned implementation.** This includes materials to be used. If this is not done, you may not teach.

The following “KEY COMPONENTS” should be part of every lesson planned or taught.

- 1) Core Curriculum Benchmark (s) from relevant curriculum area.
- 2) Selecting objectives appropriate to the learner’s skill, knowledge, and ability.
- 3) Motivation: Presenting reasons or purposes that motivate the learner to put effort into learning this skill or information.
- 4) Anticipatory Set: Linking the past experiences of the learner to the skills or content to be taught, identifying the skills relevant to the experience, and developing relationships of lesson(s) to life today.
- 5) Development- Provide learning activities that:
 - Present information in a variety of ways including: telling, showing, reading, experimenting, creating, and discovering.
 - Are observable throughout the lesson, allowing the teacher to monitor progress and make adjustments in teacher actions.
 - Allow students to choose their strongest learning modes, (linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal/social, intrapersonal/introspective, or understanding of nature).
- 6) Provide opportunities for “closure,” or assessing their own progress and reviewing their understanding. Make lesson connections and relationships to the past, present and future.
- 7) Provide opportunities for students to extend their thinking and practice independently.
- 8) Identify materials/equipment to be used to teach the lesson(s).

COOPERATING TEACHERS

Create a comfortable, welcoming climate for the student teacher:

Introduce the student teacher as a teacher who is learning and should be shown the same degree of respect and patience as is shown to you, the full-time teacher.

- Familiarize them with district administration, services, resources, community make up, geography, schools, population, etc.
- Acquaint them with the building, lounge, restrooms, supplies, copy machine, resource rooms, parking, library, etc.
- Introduce them to staff individually and officially at staff meeting.
- Make them at home in the classroom with a safe place for belongings, table and chair, books, plans, school rules, materials, schedule, building and classroom procedures, seating chart, introduction to students.
- Explain and show classroom routines and procedures such as: fire drill, entry or dismissal, getting materials, attendance, grading, discipline plan, supervisory duties, room maintenance, parent communication, etc.
- Explain school safety rules, location of safety equipment, etc.

Ease the student teacher into “teaching”:

- Have them observe, learn names, assist with routines, assist with teacher’s lessons, team teach, teach a unit, before full teaching schedule.
- Phase in over the first nine weeks. At the discretion of the intern and the cooperating teacher, the intern may begin full teaching responsibilities for the two classes in the fall, before the nine weeks are up.

Spend a lot of time on lesson planning:

- Students are taking their major methods course during the fall portion of the yearlong placement. Explain and show how to use the curriculum, plan units, write objectives, and organize and teach lessons.
- Explain and show how to analyze the steps and plan the sequence of the skills and knowledge needed to get to the “outcome” or “product” that is the objective.
- Share materials, activities, ideas, and sources for ideas, including the media center, texts, and programs.
- **Notify the Oakland University supervisor if planning is not being done acceptably and/or if you are not receiving plans from the student teacher by the Thursday prior to planned implementation.**

Provide coaching throughout the student teaching:

- Observe regularly.

- Provide praise, knowledge of results and success statements for the productive methods the student teacher is using, so they will consciously continue their use. You might ask, “At what point in the lesson did you think things were going really well?” “What strategies were you using at that point?”
- Note areas in which the student teacher is having difficulty, or is unsure.
- Ask questions to get them to see needed steps in their teaching development. For example, “Did all the students behave as well as you wished?” or “Did all the students learn the objective? What evidence do you have that they did or did not?”
- Encourage the student teacher to think of solutions to problems they bring up, then add your ideas and suggestions.
- Make plans to try the new suggestions or ideas while you observe.
- Communicate regularly. Provide written feedback also so that they have some time to digest the suggestions.

DATES FOR 2014-2015 STEP INTERNS

Please be aware that there will be STEP Wednesdays in addition to these dates.

Friday, August 22, 2014 Orientation Seminar

1:30 - 4:30 p.m. at Oakland Center in Gold Rooms ABC

Wednesday, September 17, 2014 STEP Wednesday

9:00 a.m. – 12:00 p.m. in 163 Pawley Hall

Wednesday, September 24, 2014 Site Visit

Approximately 1:00 – 4:00 p.m. at Avondale High School with Ed Guay

Wednesday, October 1, 2014 STEP Wednesday

9:00 a.m. – 12:00 p.m. in 163 Pawley Hall

Wednesday, October 8, 2014 Seminar

1:00 - 4:00 p.m. at Oakland Center in Gold Rooms ABC

Wednesday, October 15, 2014 STEP Wednesday

9:00 a.m. – 12:00 p.m. in 163 Pawley Hall

Wednesday, October 29, 2014 STEP Wednesday

9:00 a.m. – 12:00 p.m. in 163 Pawley Hall

Wednesday, November 12, 2014 STEP Wednesday

9:00 a.m. – 12:00 p.m. in 163 Pawley Hall

Wednesday, November 19, 2014 Seminar/ **Online Initial Feedback on Field Adaptations Form due**

1:00-4:00 p.m. at Oakland Center in Oakland Room

Wednesday, December 3, 2014 STEP Wednesday

9:00 a.m. – 12:00 p.m. in 163 Pawley Hall

Wednesday, December 17, 2014 Seminar

1:00 - 4:00 p.m. at Oakland Center in Gold Rooms ABC

Wednesday, January 21, 2015 First Year Teacher Panel / **Midterms Due**

4:00 – 7:00 p.m. at Oakland Center in Gold Room ABC

Wednesday, March 11, 2015 Employer Panel, Getting a Job

4:00 – 7:00 p.m. at Oakland Center in Gold Room ABC

Wednesday, April 22, 2015 Culminating Seminar

Mock interviews using your *portfolio* and hand in *exit requirements*

1:30 - 4:30 p.m. at Oakland Center in Gold Rooms ABC

EXIT REQUIREMENTS

See the Exit and Certification Requirements button on the right of your STEP Internship page on the website.

Surveys to be **completed online** by interns prior to Culminating Seminar:

1. State Survey for Student Teachers (Your supervisor will provide a link and code near the end of the term.)
2. Program Evaluation (Code gets used for this form as well.)
3. Placement Evaluation
4. Supervisor Evaluation
5. Students should ask the cooperating teacher to complete the online form **Cooperating Teacher Assessment of Student Teacher Supervisor** found under Cooperating Teacher on the webpage.

Materials to be **handed in** at the seminar:

1. Your portfolio will be used in the culminating seminar and given to you to take home.
2. Paper application for certification
3. Documentation of completing the state required exit survey for student teachers. Access this from

*the URL sent by your supervisor and use the identification code sent to them by your supervisor via E-mail.
At the end of the survey, print off the page which verifies that you have completed the survey.*

4. *Felony / Misdemeanor form with proper court documentation as needed*
5. *Gender Equity survey*

*For teacher certification, please follow directions on the **Michigan Teacher Certification** document for the on-line MOECS application.*