# C:\Users\ljacobs\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.MSO\C9E9BA97.tmp

# ED 410, 411, Internship II, III

**Fall 2020**

**Class: Seminar Monday and Wednesday 3:30-5:30**

**Harbert 126 and Assigned School Sites**

**College Catalog Description:** Full-time teaching internship in grade K, 1, 2, or 3 for six weeks and grades 4, 5, or 6 for six weeks under supervision of a certified teacher and a college supervisor. Prerequisites: enrollment in ED 411 (for 410) and enrollment in 410 (for 411) and admission to Teacher Education Program. Fall, Spring. This seminar is coordinated with student teaching internships and functions primarily as an opportunity for interns to reflect with colleagues regarding planning, teaching, teacher moves, classroom management, and assigned readings.  It also provides in-service training experience for professional development. The seminar consists of a series of coordinated mini-workshop seminars to increase the knowledge base and competencies of the teacher candidate with regard to school organization, community resources, ethics, diversity, classroom management, change strategy, conflict resolution, self-evaluation, parent-teacher communication, and professional relationships.

**Comprehensive Description (Specific ACTS/INTASC Indicators/Topics Covered/Standard Numbers)** Courses gives candidate the opportunity to understand how learners grow and develop, recognizing that patterns of learning and development that vary by individual across the cognitive, linguistic, social, emotional, and physical areas, and creates and teaches developmentally appropriate lessons that challenge each learner; work collaboratively to create learning environments that support individual and collective learning, and that encourage positive social interaction, active engagement in learning, and self-motivation; understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that allows all learning accessible and meaningful in order to assure mastery of the content; can connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving involving relevant issues both local and global; understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and learner’s decision making; plans instruction that supports all student in meeting challenging learning goals; demonstrate an understanding and is able to use a variety of instructional strategies that facilitate a deep understanding content area and apply knowledge; Engage in ongoing professional learning and continually reflects on his/her practice; adapt practice to meet the needs of each learner; seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession; Demonstrate knowledge, understanding, and the ability to implement concepts, principles, theories, and research related to development of children and young adolescents; Reflect on their practice related to research on teaching, professional ethics, and resources available for professional learning; Evaluate and understand the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally; know the importance of establishing and maintaining a positive collaborative relationship with students, families, school colleagues, and agencies to promote the intellectual, social, emotional, physical growth, and well-being of children

**Standards: ACTS/INTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Elementary Standards 1, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, 5.2**

**Required Texts:**

**Elementary Education Literacy with Math Task 4 edTPA Handbook**

**Making Good Choices**

**Understanding Rubric Level Progressions**

**Other readings, media, etc. as assigned**

**Teacher Education Department Conceptual Framework/Guiding Principles**



***Purposeful and intentional teaching focused through a liberal arts lens***

The Conceptual Framework the Guiding Principles of teacher education shared by Birmingham-Southern College and the Department of Education. It is a collection of “this we believe” statements which, together, shape the vision of the liberally educated teachers we seek to produce.

These statements reflect our Department’s philosophical stance, support decisions of continuing acceptance into the Teacher Education Program, shape the nature of classroom teaching within the Department, influence field experiences, internships, and seminars, and help determine text selections. Embedded within the Conceptual Framework are professional and personal dispositions we believe to be crucial attributes of an effective teacher and to be in concert with the liberal arts mission of the College.

We believe that purposeful and intentional teachers:

*1. Demonstrate Intellectual Curiosity*

We believe that purposeful and intentional teachers are intellectually curious. We define Intellectual Curiosity as any interest that leads to inquiry. We believe this intellectual curiosity, this wakefulness of mind, is a vital quality of an effective teacher. Intellectually curious individuals exist in a state of constant learning, reading, and researching. Intellectually curious individuals persistently seek solutions to problems and connections between and among divergent topics.

*2. Demonstrate Philosophical, Pedagogical, and Academic Grounding*

We believe that purposeful and intentional teachers know, know why, and know how.

Purposeful and intentional teachers know – they have wrestled with knotty questions and complex academic content from a variety of disciplines.

Purposeful and intentional teachers know why – they have developed a philosophical stance which informs their teaching decisions.

Purposeful and intentional teachers know how – they have acquired a repertoire of teaching moves informed by their pedagogical studies. These teaching moves include the ability to select and use resources and technologies to support teaching and learning.

Purposeful and intentional teachers can clearly articulate their beliefs about teaching and learning, cite supporting research and philosophical underpinnings, and speak to informed applications in a variety of classroom settings.

*3. Practice Reflective and Intentional Teaching*

We believe that purposeful and intentional teachers hold a set of principles which guide the decision-making process and which inform practice. We believe that effective teachers do what they do on purpose – each teaching move is intentional and reasoned. We believe that “intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in” (Miller 2008).

*4. Practice Advocacy for the Community, the Profession, and for All Children*

We believe that purposeful and intentional teachers know, respect, participate in, and advocate for the communities in which they teach.

We believe that purposeful and intentional teachers serve as advocates for the teaching profession. They participate in professional organizations and contribute to the “professional conversations” of their peers. Their actions and attributes are models of advocacy.

We believe that purposeful and intentional teachers know, respect, and advocate for ALL children. They advocate for whatever is necessary to meet the needs of individual members of their learning community.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard Number** | **Standard** | **Course Assignment** | **Assessment Instrument** |
| ACTS/InTASC  1 | Candidates understand how learners grow and develop, recognizing that patterns of growth may vary individually | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1b edTPA-Planning and Assessing ( Rubric 5 and 14)  #2 Intern Observation Checklist and Instructional Assessment (Indicators 1, 2, 3, 4, 5, 6, 8)  #3 FICA (Indicators 1, 2, 3, 4, 5, and 6) |
| ACTS/InTASC  2 | Candidates use understanding of development to respond to the needs of individuals with exceptionalities | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1b edTPA- Planning and Teaching and Assessing (Rubric 1, 2, 3, 4, 6, 7, 14)  #2 and #4 Intern Observation Checklist and Instructional Assessment (Indicators 3, 4, 6, 8, 9)  #3 FICA (Indicator 1)  #5 Professional Dispositions Assessment (Indicator 9) |
| ACTS/InTASC  3 | Candidates work with others to create environments that support individual and collaborative learning and encourage positive social interactions. | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1b edTPA-Planning and Teaching (Rubrics 1, 6, 7)  #2 and #4 Intern Observation Checklist and Instructional Assessment (Indicators 3, 4, 6, 8, 9)  #5 Professional Dispositions Assessment (Indicator 9)  #6 FICA (Indicators for Classroom Environment 1, 2, 3, 4; Instruction 1 and 3) |
| ACTS/InTASC  4 | The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. |  |  |
| ACTS/InTASC  5 | The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | Elementary Education: Literacy with Math Task 4edTPA  Lesson Plans | #1b edTPA-Planning, Teaching, and Assessing (Rubrics 4, 7, 8, 9, and 14))  #6 FICA (Indicators for Instruction 3) |
| ACTS/InTASC  6 | The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and learner’s decision making. | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1b edTPA-Planning and Assessing (Rubrics 5, 11, 12, 13, 15)  #2 and #4 Intern Observation Checklist and Instructional Assessment (Indicators 7, 9, 10, 11, 12, 13)  #3 and #6 FICA (Indicator Lesson Planning 7, 8,)  #5 Professional Dispositions Assessment (Indicator 9)  #6 FICA (Indicators for Lesson Planning 7, 8) |
| ACTS/InTASC  7 | The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1b edTPA-Planning and Assessing (Rubric 1, 2, 3, 15)  #3 and #6 FICA (Indicator Lesson Planning 1, 5) |
| ACTS/InTASC  8 | Candidates understand and use a variety of instructional strategies to encourage learners to learn deeply | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1b edTPA-Planning, Teaching and Assessing (Rubric 1, 2, 4, 5, 6, 7, 8, 9, 15)  #6 FICA (Indicators for Instruction 1 and 3) |
| ACTS/InTASC  9 | The candidate engages in on going professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner. | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1b edTPA-Teaching and Assessing (Rubric 10, 15)  #5 Professional Dispositions Assessment (Indicator 3, 4, 5)  #6 FICA (Indicators for Classroom Environment 2, 4; Instruction 2, 4; Professional Responsibilities 3, 4) |
| ACTS/InTASC  10 | The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession | Lesson Plans | #5 Professional Dispositions Assessment (Indicator 8)  #6 FICA (Indicators for Professional Responsibilities 1, 2) |
| Elementary Education 1 | Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation | Lesson Plans | #4 FICA (Indicator Lesson Planning 3) |
| Elementary Education 3.1 | Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. | Lesson Plans | #4 FICA (Indicator Lesson Planning 1) |
| Elementary Education 3.2 | Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to students from diverse populations. | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1c edTPA-Planning (Rubric 2, 3)  #4 FICA (Indicators Lesson Planning 1,3)  #6 Professional Dispositions Assessment (Indicator 9) |
| Elementary Education 3.3 | Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving. | Elementary Education: Literacy with Math Task 4 edTPA | #1c edTPA-Planning (Rubric 1, 2, 3, 5) |
| Elementary Education 3.4 | Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1c edTPA-Planning and Assessing (Rubric 1, 2, 3, 5, 10, 13)  #4 FICA (Indicators Classroom Environment 1, 2; Instruction 3) |
| Elementary Education 3.5 | Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. | Lesson Plans | #4 FICA (Indicator Instruction 2) |
| Elementary Education 4 | Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1c edTPA-Assessing (Rubric 11, 12, 12, 14, 15)  #6 Professional Dispositions Assessment (Indicator 4, 6)  #6 FICA (Indicator for Lesson Planning 6 |
| Elementary Education 5.1 | Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally. | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #1c edTPA-Teaching and Assessing (Rubric 10, 15)  #4 FICA (Indicators Professional Responsibilites 2, 3)  #6 Professional Dispositions Assessment (Indicators 1, 2, 3, 5) |
| Elementary Education 5.2 | Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children. | Elementary Education: Literacy with Math Task 4 edTPA  Lesson Plans | #4 FICA (Indicators Professional Responsibilites 1, 2) |

**Grading Scale:**

A=93-100; A- = 90-92; B+ = 87-89; B= 83-86; B-= 80-82; C+= 77-79; C=73-76; C-= 70-72

The state requires a grade of a B- or higher. This means you must make no lower than a 160 for your final grade. Take these assignments and deadlines seriously

Grade for Internship:

|  |  |
| --- | --- |
|  | Points Possible |
| Attendance, Participation in Placement #1 | 25 |
| Attendance, Participation in Placement #2 | 25 |
| edTPA Materials and deadlines | 25 |
| Intern Observation Checklist and Instructional Assessment | 50 |
| Weekly Evaluation from Cooperating Teacher and College Supervisor | 25 |
| FICA and other Final Paperwork | 25 |
| Attendance, Participation in Weekly Seminar Meetings | 25 |
| Total Points Possible | Total Points: 200 |

**Honor Code:**

Please be reminded that the BSC Honor Code applies to this class as well as to all your classes. You should review the Honor Code since it applies to your time in class, your behavior outside of the class, and to your work submitted to meet class requirements. You should pay particular attention to the section in the Student Handbook defining plagiarism (page 2) since you will be completing written and oral assignments for this course. If you are found to be “in violation” of the Honor Code, you will not pass this course.

**Academic Accommodations:**

Students who require academic accommodations due to a disability should make an appointment with me as soon as possible to discuss these accommodations. If you have not established your academic accommodations through the Office of Accessibility, but need assistance due to a disability, please contact that office as soon as possible.

**Class Requirements**

Teacher Candidates will:

* Attend and participate in ALL meetings scheduled for Thursday afternoons at 3:30 on campus. Prepare for class and bring all completed assignments with you. Do not work on these assignments at school!

.

* Teach lessons in your placement, including 10 consecutive days in EACH placement and 3-5 segments of learning for edTPA. ALL lesson plans must be submitted to the cooperating teacher and BSC supervisor AT LEAST 48 hours (or more if your cooperating teacher requests more time) in advance. If you do not submit plans accordingly, your professors and/or cooperating teacher may inform you that you will not be allowed to teach until plans are submitted within this timeframe. This can be detrimental to the success of your internship if this action has to be implemented during your 10 consecutive days of teaching. Because both the cooperating teacher and the BSC supervisor are responsible for providing feedback as a part of facilitating maximum learning and growth on your part, we need time to review the lesson and give you feedback. PLEASE do not fail to meet this requirement. Your grade will reflect your preparedness in this area and according to state requirements you must make a B- or above to pass your internship. If your grade is below a B-, you must repeat your internship.
* Complete your initial Elementary Education: Literacy with Math Task 4 submission during the first internship placement and complete your Intern Observation Checklist and Instructional Assessment during your second internship placement.
* The college supervisor will be observing you weekly unless your placement is out of town. Several of these observations will be impromptu, allowing us to see you in your natural environment, but most of these observations will be scheduled ahead of time. Your supervisor will contact you in order to schedule these observations. Please let your BSC supervisor know the best times and days that work with your schedule and provide us with a weekly schedule. Following the BSC supervisor’s observation, it is optimal for you to meet for a debriefing and immediate feedback. You will receive written feedback within 72 hours of your observation. Please contact us if you have any questions.
* Conference often with cooperating teacher and BSC college supervisor.
* Weekly evaluation forms for the cooperating teacher are available on-line for your cooperating teacher through the Cooperating Teacher Training Module on Canvas. Please schedule a weekly time to meet with your cooperating teacher to review the evaluation and feedback regarding your teaching.
* Texts and Materials:

edTPA materials and articles available on Moodle

* Paperwork for Internship- must be turned in

All of the paperwork must be complete and reviewed by your BSC supervisor before you receive a grade for your internship. This is your responsibility.