**Elementary Education**

**Cluster Internship Syllabus**

1. **Course Number:** CTEE 4923

**Course Title:** Internship: Elementary Education

**Credit Hours:** 10 semester hours

**Prerequisites:** CTRD 3710, FOUN 3100, CTEE 4010, CTEE 4020, CTEE 4030, CTEE 4040

**Co-requisites:** CTEE 4953

1. **Date Syllabus Prepared:** *Updated October 2013*

**3. Texts or Major Resources:**

College of Education. Auburn University Internship Handbook *(latest edition).* Auburn, AL: Auburn University College of Education.

1. **Course Description:**

Supervised teaching in a public elementary school accompanied by scheduled discussions to analyze and evaluate the intern’s experience. Co requisite course: CTEE 4953 (Professional Development Seminar). Students must enroll for a total of 12 hours for this course.

1. **Student Learning Outcomes:**

Development, Learning, and Motivation:

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. ACEI 1.0

Curriculum:

Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, and listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. ACEI 2.1

Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. ACEI 2.2

Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and roof, communications, connections, and representation. ACEI 2.3

Social Studies— Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history. Geography, the social sciences, and other related areas—to promote elementary students’ ability to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. ACEI 2.4

The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students. ACEI 2.5

Health Education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. ACEI 2.6

Instruction:

Integrating and applying knowledge for instruction—candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. ACEI 3.1

Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. ACEI 3.2

Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving. ACEI 3.3

Active engagement in learning—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. ACEI 3.4

Communication to foster collaboration—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. ACEI 3.5

Assessment:

Assessment for instruction—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. ACEI 4.0

Professionalism:

Professional growth, reflection, and evaluation—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. ACEI 5.1

Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaboration relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children. ACEI 5.2

The Learner and Learning

Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. INTASC 1

Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. INTASC 2

Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. INTASC 3

Professional Responsibility

Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet that needs of each learner. INTASC 9

Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsible for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession. INTASC 10

Diversity

Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms. AQTS 4290-3-3-.04 (4)(b)

Cultural, Ethic and Social Diversity

Teachers have knowledge f the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions. 290-3-3-,04 (4)(c)1.(i)

Teachers have knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and how these may affect individual learner needs, preferences and style.s. 290-3-3-.04 (4)(c)1.(ii)

Teachers have knowledge of the characteristics of one’s own culture and use of language and of how they differ from other cultures. 290-3-3-.04 (4)(c)1.(iii)

Language Diversity

Teachers have knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English. 290-3-3-.04 (4)(c)2.(i)

Teachers have the ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning. 290-3-3-.04 (4)(c)2.(ii)

Teachers have the ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom. 290-3-3-.04 (4)(c)2.(iii)

Special Needs

Teachers have knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder. 290-3-3-.04 (4)(c)3.(i)

Teachers have knowledge of the indicators of the need for special education services. 290-3-3-.04 (4)(c)3.(ii)

Teachers have the ability to identify and refer students for diagnosis for special services. 290-3-3-.04 (4)(c)3.(iii)

Teachers have the ability to address learning differences and disabilities that are prevalent in an inclusive classroom. 290-3-3-.04 (4)(c)3.(iv)

Learning Styles

Teachers have knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners. 290-3-3-.04 (4)(c)4.(ii)

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1. **Course Content Outline:**

Students will complete all of the internship requirements specified in the College of Education Internship Handbook *(current term edition)*, any additional requirements as specified in the internship orientation meetings, and unique requirements required by the university supervisor and/or cooperating teacher. Students will complete a full semester of internship following the suggested schedule:

Week 1 Orientation of school, classroom, rules, policies, and procedures while

observing and assisting supervising teacher

Week 2 Co-teaching and co-planning at least 25% with supervising teacher while

assisting in other professional duties

Week 3 Co-teaching and co-planning at least 50% with supervising teacher while

assisting in other professional duties

Week 4 Co-teaching and co-planning at least 75% with supervising teacher while

leading other professional duties **[begin 10 non-consecutive days]**

Week 5 Co-teaching and co-planning at least 100% with supervising teacher while leading other professional duties **[towards 10 non-consecutive day requirement]**

Week 6 Lead co-teaching and co-planning with supervising teacher co-teaching and assisting **[towards 10 non-consecutive day requirement]**

PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING

Week 7 Lead co-teaching and co-planning with supervising teacher co-teaching and assisting **[towards 10 non-consecutive day requirement]**

PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING

***\*\** We ask that interns be able to complete 10 of these required days prior to mid-term if possible (they may be random). Prior to the mid semester, the intern should be formally observed using *Classroom Observation Instrument* at least twice (see page 20 of this syllabus). Conversations between the team of cluster teachers and intern are frequent throughout the semester and are crucial in improving the intern’s performance. After each of the formal observations, the intern should reflect on his/her practice with the cluster teacher who did the observation.**

Week 8 Co-teaching and co-planning with supervising teacher in agreed upon

approach while continuing to lead other professional duties

Week 9 Co-teaching and co-planning with supervising teacher in agreed upon

approach while continuing to lead other professional duties

Week 10 Co-teaching and co-planning with supervising teacher in agreed upon

approach while continuing to lead other professional duties

Week 11 100% planning and teaching by intern with supervising teacher co-teaching and assisting **[towards 10 consecutive day requirement]**

PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING

Week 12 100% planning and teaching by intern with supervising teacher co-teaching and assisting **[towards 10 consecutive day requirement]**

PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING

Week 13 Co-teaching and co-planning with supervising teacher in agreed upon

approach while continuing to lead other professional duties; Observations in other classrooms; **Completed ‘draft’ of PWS due to teacher**

Week 14 Co-teaching and co-planning with supervising teacher in agreed upon

approach while continuing to lead other professional duties; Observations in other classrooms

Week 15 Continue co-teaching with supervising teacher re-assuming full time

teaching responsibilities at the end of the week; Observations in other

classrooms; **Completed final copy of PWS due to teacher**

Week 16 Internship exit meeting/All forms due to supervisor/ Professional Work Sample as the Final Examination

**Program Forms Due**: (1) Attendance log in this syllabus, (2) All College of Education Key Internship Requirements listed in the College of Education Handbook. Please read over carefully, if you have any questions, please contact your university supervisor (3) **4** formal observations with the cluster teacher completing a ***Classroom Observation Instrument*** – in this syllabus, (5) Cluster Internship Verification Form *(list each date of 20 days teaching and dates observed*)- in this syllabus, (6) **3** Professional Dispositions Checklist in the College of Education handbook [submitted at the middle of the first half of the semester, mid-semester, and at the end of the semester, and (7) PWS Rubric (8) Intern Survey on cluster supervising teacher obligations. **Be sure that you and your teacher sign all forms.** The Intern Survey is only viewed, completed, and signed by the intern. (Lesson Plans for the ten consecutive days of teaching will need to be turned in to the university cluster supervisor.) Additional forms such as the Absentee Documentation and/or the Action Plan forms may be due as needed.

**Professional References**: Be sure to obtain a letter of recommendation from your cooperating teacher for your applications before you leave your school – copy and use as needed. There is a reference form for teachers to fill out in the syllabus, if you need that rather than a letter. Please check with the school system you are applying to as to their requirements. Also, your university cluster supervisor will serve as reference for you. Your third reference, if needed, can be one of your methods course instructors.

**\*\*NOTE:** Interns must complete 10 non-consecutive days in lead co-planning and co-teaching before mid-point (by week 7) with at least 2 formal observations. Ten additional consecutive days, where the intern plans and lead teaches must be scheduled before end-term (by week 13). Experiences listed in weeks 8-14 can be re-arranged based on the needs of the supervising teacher, intern, and classroom students while still meeting the 10 consecutive day intern planning and teaching requirement (of 20 total days).

1. **Assignments/Projects:**

The student will...

1. Co-teach at least two-three content areas daily for most of the semester; taking over full responsibility for lead planning and teaching all areas for a minimum of 20 school days (of which 10 must be consecutive).
2. Meet regularly with other cluster teachers and interns for meetings on school and classroom issues related to planning, teaching, and cluster classroom rotations.
3. **Complete 10 non-consecutive days of lead planning and teaching before mid-term**.
4. Submit tentative but comprehensive week-long plans for the 10 consecutive days of teaching in advance for all teaching responsibilities each Friday to the cluster teacher for approval. *See basic lesson plan format attached.* **Submit copies to university supervisor.**
5. Review all plans with supervising teacher before implementing them; discuss teaching performance with cluster teacher after implementing them.
6. Reflect on and self-evaluate lessons after teaching them.
7. Schedule a minimum of **four** formal observations of lead teaching with the cluster teacher group (not just your assigned teacher) with **at least two formal observations before mid-term.**
8. Following the cluster teachers’ observations, discuss teaching performance and implications for future planning.
9. Participate fully in a minimum of 4 internship meetings: Orientation session(s), COE Interview Day, mid-term session (if called), and an exit meeting.
10. Attend and participate appropriately in faculty meetings, teacher-parent conferences, and all other school functions that the regular faculty is expected to attend.
11. Support and work cooperatively with the school’s faculty, administrators, and support staff.
12. Plan, implement, and reflect on a specific lesson for the Professional Work Sample (PWS) that is formally observed by the cluster teacher. Intern will write a PWS based on criteria in AU COE Internship Handbook. **The PWS is graded by the cluster teacher, with a draft due to the teacher at least two weeks before the end of internship.**
13. **Rubric and Grading Scale:**

Supervising teachers are asked to discuss the intern’s progress throughout the semester and document ongoing performance through use of the COE AU EDUCATEAlabama Internship Assessment Form at midterm and at the end of the internship. This is also the same form that is used for the intern’s self-assessment at the beginning of the semester.

The university supervisor and the cluster teacher evaluate each intern’s performance, based on the Professional Dispositions (in AU Internship Handbook) throughout the semester and communicate with the intern about their evaluations. The cluster teacher will provide written and oral feedback following each teaching observation.

Together, the university supervisor and the supervising teacher determine the student’s grade (S, U). It is the university supervisor’s responsibility to award the final grade. Students must satisfy all course objectives including required attendance in order to pass the course.

1. **Class Policy Statements:**
2. Participation: Students are expected to participate in all classroom activities and responsibilities as directed by their cluster teacher.
3. Cell Phones/Electronic Devices: Students are expected to keep all cell phones on vibrate/silent ring during the school day. No use of electronic devices or text messaging will be permitted.
4. Attendance/Absences Policy: Due to the cooperative nature of internship, regular attendance and participation are essential. Auburn University requires a full semester of internship for course credit, more than the minimum state requirement. If an absence is unavoidable, you must contact your cooperating teacher and University supervisor immediately via email and/or appropriate manner acceptable by your cooperating teacher. Absentee documentation forms should be turned in to the University supervisor within a week of the absence. They may be faxed or mailed. All days missed must be made up. Any missed day(s) due to a scheduled interview is counted as an absence and must be made up. The College of Education Interview Day and any scheduled mid-term meeting are counted as a regular internship placement day. If an intern comes to their placement early, they may use that as a make-up day but NOT to shorten their placement. Upon the fourth absence from internship, the university supervisor will schedule a meeting with the intern to discuss the nature of the absences and what further action is recommended. Unexcused or excessive absences may result in an unsatisfactory grade in internship. Students must meet state attendance guidelines in completing a full semester internship in order to be certified.
5. Unannounced quizzes: There will be no unannounced quizzes.
6. Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
7. Honesty Code: The University Academic Honesty Code is described in the [Student Policy Handbook at http://www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)
8. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality