

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

Auburn University Course Syllabus
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1. Course Number: CTSE 4923**Course Title:** Internship in Secondary Social Studies**Credit Hours:** 10 Semester Hours**Prerequisites:** Admission to Internship**Corequisites:** CTSE 4203 (2 Semester Hours)**2. Term:** Spring 2014**Day/Time:** TBD (clinical)**Instructor:** James B. Howell

5060 Haley Center

844-4434, howeljb@auburn.edu**Office Hours:** By appointment only.**3. Texts or Major Resources:**

College of Education Internship Handbook;

Martorella, P. A. (2005) *Teaching Social Studies in Middle and Secondary Schools*. Macmillan Pub. Co. and other instructional materials as required by the individual field-based setting

Students will use resources from previous courses.

4. Course Description: This course combines learning with hands-on experiences in a public school setting. Interns will observe and talk with teachers and other school professionals to gain insight into the workings of today's public schools. Interns will develop and implement lesson plans with the aid of an experienced teacher. Interns will learn how to plan and conduct laboratory and hands-on experiences to coincide with lessons taught. They will videotape various lessons and will use these to reflect on their own teaching. Further opportunities for reflection will be provided by observations by their Auburn University Supervisor and interactions with the cooperating teacher in their school.**5. Course Objectives:**

Course objectives include the Alabama Quality Teaching Standards (AQTS) and program-specific standards. The Social Science Education section of internship uses the college-wide AQTS assessment map to document where internship meets those standards. Program specific objectives and assessment indicators assigned to CTSE 4923 are highlighted on Attachment A: General Rules for All Social Studies Teaching Fields.

6. Course Content and Schedule:Weeks 1-15: Directed professional experience at the placement site.

Interns are expected to apply content from their university program of study to the successful completion of their 15-week internship experience. We recommend that interns begin by observing at least a few days, then assisting their teachers with group work or with individual students who need help. By the second week, interns should begin to assume some teaching responsibilities and observe other teachers recommended by their cooperating teachers. During this time interns should finalize plans for their first teaching units. By the third week, interns should begin teaching their first units. As the semester progresses they should continue to pick up classes until they carry the full load. We suggest that independent, full-time teaching should continue for a minimum of four weeks. At the discretion of the cooperating teacher, the intern may begin to phase out teaching responsibilities as the semester nears its conclusion.

We expect interns to plan systematically and to submit these plans for approval well in advance of implementing them. We expect interns' unit planning to center on important, enduring social studies questions and issues and to feature a variety of instructional techniques.

7. Assignments

1. Daily, punctual school attendance and professional participation in school activities for 15 school weeks.
2. EDUCATEAlabama Internship Observation form – weekly submission
3. Lesson/unit plans submitted to cooperating teacher and university supervisor one full week prior to implementation.
4. Instructional experiences (3 observations/conferences by university supervisor, 1 video-taped lesson shared with peer for mutual evaluation and reflection, and weekly evaluation by cooperating teacher)
5. Participation in professional and co-curricular activities
6. On-campus seminar attendance
7. Professional Work Sample including documenting the planning, implementation, reflection and analysis of student learning on a single teaching event during internship.

8. Course Requirements/Evaluation:

A Satisfactory (S) or Unsatisfactory (U) will be assigned at the end of the semester. Grades will be assigned based on the following:

- Internship Verification Form
- PWS Rubric
- Classroom Observation Instrument
- EDUCATEAlabama Internship Assessment Form
- Professional Dispositions Checklist

We will discuss your progress on meeting these criteria after each observation and at mid-semester.

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards (AQTS) and program-specific standards. Key internship assessments aligned with the AQTS are (1) the Professional Work Sample, (2) Classroom Observation Instrument, and (3) the EDUCATEAlabama Internship Assessment and Professional Dispositions Checklist.

The final internship grade (S, U) is determined by the university supervisor and the cooperating teacher based on the key assessments, which include a holistic evaluation of the student's performance throughout the semester. The AU EDUCATEAlabama Internship Assessment form and Professional Dispositions checklist are completed by the cooperating teacher and university supervisor at two points: mid-term and the semester's end.

9. Class Policy Statements:

Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

Excused Absences: Students are granted excused absences from class for the following reasons: Illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see AU's [Policy on Class Attendance](#) for additional information about excused absences/

Make-Up Policy: Arrangement to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last

three days before the final exam period begins. The format of the make-up exam will be *(as specified by instructor)*.

Disability 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. To set up the meeting, please contact the instructor 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).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](#) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

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

CHECKLIST FOR AU SOCIAL SCIENCES INTERNS**Spring 2014**

- All due dates for all **assignments** will be no later than **Friday 8:00 a.m.**
 - **Check Tigermail e-mail at least once a day. Use Tigermail for correspondence**
 - Most of these forms and hand-outs are available on a Canvas site for this course.
 - Attendance is essential. Any missed days for “excused absences” must be made up after the last official day of classes. You are excused for College Interview Day and for our PWS reflection.
 - Notification of absences: (1) Cooperating Teacher; (2) School; (3) University Supervisor. In that order, but all three.
1. **Wednesday, January 8:** Report to school and give cooperating teacher the two letters from Drs. Saye and Kohlmeier as well as a copy of the handbook for Curriculum and Teaching Interns.
 2. **Friday, January 10:** Information Sheet (If your school is on block schedule, please note different days (red, white, blue, etc.) and add another line for additional blocks as needed.) **[email]**
 3. **Friday, January 17:** Semester Goals to cooperating teacher and university supervisor. [hc] We would like you to set one goal from Standard #1, one from #2, and one from #3 or #4. For example, “I will design each lesson to clearly connect to a controversial central question” would connect to Standard 1.1 and 1.3.
 4. **Friday, January 24: Begin Weekly Assignments and continue each Friday**
 - a. Weekly Overview (Canvas, one per lesson prep) – this if for the week following the most immediate week. Must be ***signed*** by Cooperating Teacher (if you’re not teaching yet, write up what your teacher is doing). For example, on January 24 your overview would be for the week of February 3-7. [email to supervisor & hc]
 - b. Observation Reflection form (Canvas) for week completed, must be ***signed*** by Cooperating Teacher [hc]
 5. **Four 3-day lesson Overviews for observed lessons:** Due one week prior to observation for feedback from supervisor. **[Email]**
 6. **Detailed Lesson Plans:** Due on observation days and for video taped lesson. These must conform to model used in methods classes. They must be ***original*** lessons unless prior arrangement with university supervisor. See example on Canvas for guidance. **[HC]**
 7. **Friday, January 31 - Friday, March 28:** Video taped lesson due to university supervisor: video tape of you teaching a full-length lesson, fully scripted lesson plan, student materials, self-assessment, and your peer’s assessment of your lesson. **[HC]**
 8. **Friday, February 7: PWS Lesson Overview and Unit Frame – Part Ib [email]**

PIH Unit Frame for entire unit

Lesson Outline for specific PWS lesson within the unit (approximately 2-3 pages); This is NOT a fully scripted plan, so you should use Roman numerals or bulleted lists:

 - objectives
 - activities – describe activities you plan to develop
 - scaffolds you will develop and how they will be used
 - assessment and rubric you will design and explain how it prepares the students to answer the CQ in the proposed culminating activity on the Unit Frame

9. **Friday, February 14: PIH Planning Log – Planning a PBHI Lesson scaffold – Part Ic [email]**
10. **Friday, February 21: Professional Work Sample Lesson Plan (with rubrics and scoring guidelines)** due to your cooperating teacher and university supervisor: See **PWS hand-out Part Id**. Final draft will be due when PWS lesson is taught and observed. **[email]**
11. **Tuesday, March 4:** Interview Day – 8:00-3:00 – Auburn University Hotel and Dixon Conference Center
12. **Wednesday, March 19 Professional Work Sample Group Reflection:** Haley Center 1414, 8:30-11:30 a.m.
 - a. **Lesson Summary (PWS IIa - 4 copies) and Self Assessment (PWS IIIa - 1 copy):** [hc & email]
 - b. **AU EDUCATEAlabama Formative Assessment:** One filled out by you and one by your cooperating teacher, each signed. [hc]
 - c. **Professional Dispositions Checklist:** One filled out by you and one by your cooperating teacher, each signed. [hc]
13. **Friday, March 21:** Post-Reflection narrative to university supervisors: PWS hand-out IIIb. [email]
14. **Monday, April 7:** Internship Portfolio (PWS and Philosophy Statement). PWS hand-out for details. **[HC – in divided notebook by sections – no plastic sleeves please]**
15. **Friday, April 25:** Last Day In Schools
16. **Monday, April 28:** Final Intern Meetings **[Times are tentative pending release of College meeting schedule]**

10:00 am -12:00 pm meeting with supervisors HC 1414 – followed by individual conference with supervisor

3:00-5:00 college wide meeting

Documents due: triple check for signatures!!!!

- a. EDUCATE Alabama summative assessment, one from you and one from cooperating teacher [hc]
- b. Professional Dispositions checklist – one from you and one from cooperating teacher [hc]
- c. Internship Verification form (Canvas) [hc]

** Successful completion of the student internship is dependent upon fulfillment, according to prescribed timetables, of all professional responsibilities outlined in The Handbook for Internship, by the University Supervisor, and by the Cooperating Teacher and hosting school system.

In the event that a student intern fails to fulfill their responsibilities in the prescribed manner, the procedure will be as follows:

- A. 1st failure to properly fulfill professional responsibilities – formal warning from supervisor that internship is in jeopardy if negligence continues.
- B. 2nd failure to properly fulfill professional responsibilities – Meet with Dr. Saye and supervisor to discuss conditions for continuing internship with a formal written statement of conditions for continuation.
- C. 3rd failure to properly fulfill professional responsibilities – Depending upon circumstances, receiving an Incomplete or Failure for internship.

Intern: _____
Week of: _____
Subject: _____
Block(s): _____

CTSE Interns
Weekly Overview

These lesson are: my plans ☐ my cooperating teacher's plans ☐

Central Question for Unit:

Monday – Lesson Focus Question:

Topic/Resources:

Activity:

Assessment of Student Learning:

Tuesday – Lesson Focus Question:

Topic/Resources:

Activity:

Assessment of Student Learning:

Wednesday – Lesson Focus Question:

Topic/Resources:

Activity:

Assessment of Student Learning:

Thursday – Lesson Focus Question:

Topic/Resources:

Activity:

Assessment of Student Learning:

Friday – Lesson Focus Question: _____

Topic/Resources:

Activity:

Assessment of Student Learning:

I, the cooperating teacher, have received and reviewed these lesson plans and approve them:

Cooperating Teacher's signature

Date

**Auburn University/EDUCATEAlabama Collaborative: Internship
OBSERVATION REFLECTION FORM**

The cooperating teacher should use the left column to record anecdotal observations over the course of a week. The center column is for the cooperating teacher to write reflective comments or questions to pose to the intern for a weekly coaching session. The far right column should be used by the intern to write reflections based on the coaching session. When appropriate, reflective comments should connect to the intern's goals.

Teacher Observations of Intern	Teacher Reflections/Questions	Intern Reflections

Intern's Signature _____

Date _____

Cooperating Teacher's Signature _____

Date _____

Auburn University Secondary Social Sciences Education Internship Portfolio Professional Work Sample Guidelines

The intention of the professional portfolio is to highlight your growth and strength as an educator during your internship. The audience for this portfolio is first your university supervisor, and secondly any potential employer. This portfolio should illuminate your strengths as an educator including your ability to plan and implement instruction, assess learning in your students and yourself, and your ability to adjust your teaching based on careful, evidence-based reflection.

For your PWS lesson, you will conceptualize a PIH unit centered on an evaluative central question related to a persistent issue. Within that unit, you will plan one key lesson, essential to the students' ability to answer the CQ for the broader unit. A PWS lesson in the PIH model includes assumptions of multiple instructional interactions such as a grabber, background lecture/research, individual or group construction of learning, debate and discussion, etc. For example, one Think Aloud lesson would include: (1) grabber for relevance of topic/question; (2) historical context and background (lecture, maps, etc.); (3) class reading of "Think Aloud" document of historical dilemma faced by the leader; (4) expert group research of advisor opinion on options; (5) collaborative group of advisors coming to consensus on advice to historical figure; (6) reporting and class discussion of pros/cons of decisions; (7) revelation of historical event and results; (8) individual assessment in which each student shares judgment on appropriateness of decision made by historical figure.

Part I: Lesson Planning

- a. One page narrative explaining how the lessons of your unit work together to assist students in exploring and deciding the central question. Explain why you feel the content is significant to future citizens and how each lesson builds toward the culminating activity. Explain why you selected the focus lesson to become your PWS and what students experienced in lessons before and after the PWS lesson. [Note: This is not the same as the narrative in Section II.]
- b. PIH Planning Log: Conceptualizing Instruction – Framing the Unit (the entire unit, not PWS lesson)
- c. PIH Planning Log: conceptualizing Instruction – Planning a PBHI Lesson
- d. Lesson Plan for PWS lesson within PIH unit - format as used in CTSE methods courses: This lesson should be thoroughly scripted and all scaffolds and student materials provided.

Part II: Implementing the Lesson

- a. One page summary of the teaching of your lesson describing the procedures and your role as the teacher (and how that might have differed from your original plan)
- b. Cooperating teacher and university supervisor assessments

Be sure to collect student work from this lesson to be evaluated later. You will include samples of student work, rubrics, your feedback, etc. as data in your portfolio. This assessment data may come in the form of products created during the lesson and/or assessments carried out at the end of the unit.

Part III: Teaching Reflection

- a. Self-assessment of lesson, including anecdotal evidence to support your assertions.
- b. Post-group sharing reflection: After the discussion, review the lesson goals and objectives you outlined in the planning scaffolds and your lesson plan. Write thorough responses to the following two questions:
 1. What additional insights into your lesson and students did you gain through the group reflection?

2. What changes might you make in your teaching as a result of this conversation?

Part IV: Analysis of Student Learning

The purpose of this section is for you to use the assessment of student learning to evaluate your success in teaching your learning goals in this lesson so you can make necessary adjustments in the future.

Using the hard assessment data collected during the lesson and/or culminating activity, evaluate the progress each of your students made toward achieving your learning goals for this lesson. Do this by considering the trends in the work they produced (tests, scaffolds, products, etc.). This outline should guide your narrative:

Introduction (1-2 paragraphs)

- orient reader to section
- define lesson objectives and purposes; provide very brief recap of lesson
- describe assessments that measured learning

Define Teacher Expectations

- describe expectations for each assessment (define exemplary student work/explain rubric)
- focus on most significant assessment

Examine Broad Trends

- look for trends across whole class – percentages are helpful (achievement by prior achievement in previous units/assessments/course grade, SES (if you can get it), comparisons between classes, short-term v. long-term memory of information, etc.)
 - if trend exists, explain – big picture snapshot of trend
 - use tentative wording

Examine Student Work

- explain what student work reveals about learning (including, but not limited to sample students)
 - consider student mastery of content/skills you set as goals in your objectives
 - tie student work to rubric, expectations, and/or objectives – provide rationale for student work you chose (best example, good example, poor example?)
 - be specific - use examples to support claims of learning – refer to labeled student work samples often

Informal Indicators of Student Learning

- speak to informal observations of students and what they reveal about learning (engagement, participation, confusion, time allotment, etc.) You might reference self-reflections and observations made on focus students.

Implications for Future

- What modifications does the data suggest are needed for the lesson to succeed if taught it again?
- What insights have you gained through this lesson that you can apply to other units and lessons in the future?
- Be sure to include data to support these implications – connect to the analysis of student work

Part V: Professional Philosophy Statement

Edit your philosophy statement from 4060 to include in your portfolio.

Classroom Observation Instrument Secondary Social Science

Intern:

School/System:

Observer:

Date:

Circle Role: Cooperating Teacher OR University Supervisor

Directions: Please circle the appropriate rating for each item using the following rating scale. Make any comments in the space provided at the bottom.

Rating Scale:

NAC – Not Approaching Competence AC – Approaching Competence C – Competent E – Exemplary

Organization and Management of Learning Environment	NAC – AC – C – E
1. Uses instructional time efficiently and appropriately	NAC – AC – C – E
2. Provides a warm, open, accepting environment for learning	NAC – AC – C – E
3. Encourages and monitors student behavior and takes corrective action when necessary	NAC – AC – C – E
Using Instructional Strategies to Engage Learners	NAC – AC – C – E
3. Promotes student engagement by establishing relevance of learning tasks	NAC – AC – C – E
4. Lesson has a clear flow and continuity. There is initial lesson focus, content development, and closure. Transitions are clear. Effective summaries are made.	NAC – AC – C – E
5. Instructions are clear. Students know what is expected of them.	NAC – AC – C – E
6. Lesson contains variety in instructional methods and activities to address multiple intelligences. Some activities demand higher order thinking.	NAC – AC – C – E
7. Effective use of appropriate instructional materials and technology.	NAC – AC – C – E
8. Activities tie content to objectives.	NAC – AC – C – E
9. Instruction scaffolds and supports students in active learning and disciplined inquiry.	NAC – AC – C – E
10. Instruction demonstrates in-depth content knowledge. Includes alternative Interpretations and multiple explanations when appropriate.	NAC – AC – C – E
11. Questions, discussions, and tasks provide linkages in content and show connections to authentic, real-world central problems and issues.	NAC – AC – C – E
12. Lesson includes interdisciplinary content (including mathematics, science, and language arts) when appropriate.	NAC – AC – C – E
Assessment of Learning	NAC – AC – C – E
13. Encourages and monitors students understanding and progress	NAC – AC – C – E
14. Responds to student performance with timely feedback and support	NAC – AC – C – E

Attachment A: General Rules for All Social Studies Teaching Fields

Alabama Standard/Rule 290-3-3-.019	Institution: Auburn University								
	General Social Studies								
	290-3-3-.19 General Rules for All Social Studies Teaching Fields								
		Praxis II	2nd Content	PWS - Methods (Plan)	EDUCATEAlabama	PWS - Internship	Class Obser Inst	Prof Dispos	Course GPA (CTSE 4210)
		#1	#2	#3	#4	#5	#6	#7	#8
(1)	Rationale. These standards reflect the mission statement of the National Council for the Social Studies which states that the primary purpose of the social studies is to promote civic competence. Civic competence is defined as the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Social studies teaching and learning are powerful when they are meaningful, integrative, value-based, challenging, and active. The standards below seek to ensure that teacher candidates possess the knowledge and abilities that enable them to design authentic units of instruction using a variety of methods and modes of inquiry for investigating persistent societal issues. The standards build upon the Alabama Quality Teaching Standards.								
(2)	Program Curriculum.								
(2)(a)3.	Ability to guide students in incorporating pertinent social studies disciplinary knowledge to address pivotal events and persistent societal issues from an interdisciplinary perspective.						X		X
(2)(b)	Pedagogy. Prior to program completion, prospective teachers of any teaching field in social studies shall demonstrate:								
(2)(b)1.	Meeting the Alabama Quality Teaching Standards (AQTS) in Rule 290-3-3-.03:								
(2)(b)1.(i)	AQTS 2, Teaching and Learning, in Rule 290-3-3-.03(2).								
(2)(b)1.(ii)	AQTS 4, Diversity, in Rule 290-3-3-.03(4).								
(2)(b)2.	<u>Knowledge of:</u>								
(2)(b)2.(i)	Methods of teaching and learning in the social studies that are meaningful, integrative, value-based, challenging, and active.			X		X			
(2)(b)2.(ii)	Academic content to plan and provide a developmentally appropriate curriculum in accordance with the <i>Alabama Course of Study: Social Studies</i> .			X		X			
(2)(b)3.	<u>Ability to:</u>								
(2)(b)3.(i)	Analyze the purpose of social studies, select content pertinent to those purposes, and assess student learning in terms of social studies goals.			X		X			
(2)(b)3.(ii)	Select, integrate, and translate the content and methods of investigation of history and the social studies disciplines for use in social studies instruction.			X		X			

(2)(b)3.(iii)	Use a variety of approaches to instruction that are pertinent to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities.					X	X		
Alabama Standard/Rule 290-3-3-.20	Institution: Auburn University								
	General Social Science Education								
	290-3-3-.20 General Social Studies								
(1)	Program Curriculum.								
(1)(a)	History. Prior to program completion, prospective teachers of general social studies shall demonstrate:								
(1)(a)2.	Ability to guide students to use pertinent historical knowledge, concepts and modes of inquiry to analyze historical and contemporary developments and to make informed judgments concerning pivotal events, recurring dilemmas and persistent issues.						X		X
(1)(b)	Political science. Prior to program completion, prospective teachers of general social studies shall demonstrate:								
(1)(b)2.	Ability to:								
(1)(b)2.(i)	Use pertinent political science knowledge, concepts, and modes of inquiry in the examination of persistent issues and social problems in the US and internationally.						X		X
(1)(b)2.(ii)	Apply knowledge of the democratic, republican form of government to civic deliberation about selected public issues.						X		X
(1)(c)	Geography. Prior to program completion, prospective teachers of general social studies shall demonstrate:								
(1)(c)2.	Ability to use pertinent geographical knowledge, concepts, and modes of inquiry to examine, interpret, analyze, and evaluate historical and contemporary events and societal issues.						X		X
(1)(d)	Economics. Prior to program completion, prospective teachers of general social studies shall demonstrate:								
(1)(d)2.	Ability to use pertinent economics knowledge, concepts, and modes of inquiry to analyze and evaluate historical and contemporary public issues.						X		X