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**EARLY CHILDHOOD EDUCATION**

**CTEC 4213/4923**

**CLUSTER INTERNSHIP**

*SYLLABUS AND CALENDAR*

*Spring 2018*

**Spring 2018**

Dear Interns and Cluster Teachers,

Our goal for the internship experience is to provide experiences in real classrooms for professional growth of our Early Childhood Education teacher candidates as they prepare to teach in their own classrooms. The term “cluster” is used to define the collaborative team (cluster teachers, interns, and university supervisors) approach that the Early Childhood and Elementary Education Programs at Auburn University have chosen as its model for internship supervision. Thank you, for being a part of our cluster team! The cluster teacher model allows the hosting teacher and the other hosting teachers at the school to become active mentors in this process. We appreciate your commitment to this process by agreeing to serve as a cluster teacher. Please take time to read the most current edition of the AU College of Education Internship Handbook. **If you have served as a cluster teacher before, you may notice some changes in our key assessments.** You will find a description of the Cluster Teacher’s, the intern’s, and the University Supervisor’s responsibilities in the *College of Education Internship Handbook*.

As early childhood and elementary teachers, we appreciate the responsibility and accountability you have for the children in your classroom. Therefore, unlike some internship models, we are emphasizing co-planning and co-teaching (or paired teaching) as the primary approach to practice during internship. Co-teaching is nothing new to most of you, as you plan and teach together in helping all of your students to be successful learners. Some of you are familiar with co-teaching with special education teachers. Co-teaching first has the cooperating teacher in the lead role in planning and teaching lessons with the intern actively assisting, such as in one-on-one tutoring, small group teaching, recording information on the board, and assisting with student and materials management. Next, as the intern gains confidence and skill, the cooperating teacher and intern more equally share the role of planning and lead teaching, such as in centers, splitting the class, or dividing up who lead teaches different portions of a lesson. Lastly, the intern takes the lead in planning and teaching lessons with the cooperating teacher in the role of assisting in the planning and teaching. In taking the lead in planning and teaching for a minimum of 20 days, including a minimum of 10 consecutive days, the intern fulfills her state obligation for a full semester of ‘all day’ planning and teaching during internship.

Co-teaching gives permission for the classroom teacher to continue to be present in the classroom to guide and assist the intern and students in the classroom throughout the semester. This approach has proven to be very successful for K-6 students as well as the intern learning. Continued modeling of best practices by the cooperating teacher throughout the internship is essential to their professional growth. The age-old proverb that ‘two heads are better than one’ is supported through co-teaching in having two teachers in the classroom instead of one to help students learn. This approach is particularly critical today in the current environment of AYP and high stakes testing.

This semester we invite you to co-plan and co-teach the entire semester while having the intern take the lead in planning and teaching for a minimum of the Alabama State Department of Education **required** 20 days.

Sincerely,

The Auburn University Early Childhood and Elementary Education Faculty

Course Number: CTEC 4213/4923

Course Title: Internship: Early Childhood Education

Credit Hours: 10 semester hours

Prerequisites: CTRD 3700, CTRD 3710, FOUN 3000, FOUN 3100, CTEC 3020, CTEC 3200, CTEC 3030, CTEC 4200, CTEC 4911, CTEC 4912

Co requisites: CTEC 4213

Date Syllabus Prepared: *Updated January 3, 2016*

Required Texts:

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

Course Description:

Supervised teaching in a public elementary school accompanied by scheduled discussions to analyze and evaluate the intern’s experience. Co requisite course: CTEC 4213 (Growing Professionally: A Professional Development Seminar). Students must enroll for a total of 13 hours, including internship plus this course.

Course Objectives\_:

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards (AQTS) and program-specific indicators. AQTS indicators assigned to CTEC 4920 are highlighted on the performance assessment template included in the attachments. Indicators for Alabama Early Childhood Education (ECE) and the National Association for the Education of Young Children Standards (NAEYC) are noted below.

The internship provides the pre-service teacher the opportunity to construct knowledge and refine their practice through experiences that support empirical and theoretical decision-making. To this end, this internship will provide pre-service teachers the opportunity to observe and participate in another supervised experience [ECE 2.b.6] [NAEYC 6.1] with young children of diverse ages and reflecting diverse family systems [NAEYC 6.2 & 6.3] in order to demonstrate their ability to:

1. Set goals to facilitate children's development and skills in communication, inquiry, creative expression, reasoning, and interpersonal relationships. [ECE 2.b.3] [NAEYC 5.7]
2. Develop integrated learning experiences for young children in all areas: cognitive, language, physical, social, emotional, aesthetic and technological. [ECE 2.b.3] [NAEYC 2.1.4 & 2.1.8]
3. Plan, implement, and evaluate developmentally appropriate content and methodologies for young children that integrate all curriculum areas including biological and physical sciences, fine arts, health education, language arts, mathematics, physical education, and social studies. [ECE 2.b.2,2 b.4 & 2.b.5] [NAEYC 2.1.5, 4.1.1, 5.5 & 5.6]
4. Plan, implement, and evaluate strategies that foster mutual respect and understanding through verbal and nonverbal communication and that ensure equitable and effective access to all instructional materials. [ECE 2.b.3] [NAEYC 2.1.2, 5.5 & 5.6]
5. Promote and manage a positive classroom environment. [ECE 2.b.4]
6. Evaluate, select, and create materials based on long-range, unit, and daily objectives. [ECE 2.b.4] [NAEYC 4.1.3] [ECE 2.b.7]
7. Use manipulative materials and play as instruments for enhancing development and learning. [ECE 2.b.1] [NAEYC 2.1.2]
8. Select and use appropriate equipment and technology. [NAEYC 2.1.6]
9. Communicate with parents/guardians for the purpose of involving them in the education of young children. [ECE 2.b.6] [NAEYC 3.1.1, 3.1.3, 3.4, 3.5, 4.1.5, & 5.7] [ECE 2.b.9]
10. 10. Use shared reading experiences and the structure of natural learning as a basis for literacy instruction. [ECE 2.b.2] [NAEYC 2.1.2]
11. Respond to and conference with children at the appropriate developmental stage. [ECE 2.b.5] [ECE 2.b.9]
12. Utilize a variety of instructional methods and materials appropriate for particular topics and situations, emphasizing student participation in hands-on activities and relate to colleagues in a professional manner. [ECE 2.b.4]
13. Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable disease. [NAEYC 2.4.3 & NAEYC 2.4.4 & 5.8]
14. Use reflection and self-evaluation as a basis for program planning and modification for the individual needs of young children, including children with special needs and children from diverse backgrounds. [NAEYC 5.1]
15. Observe, record, and assess children's behavior and development. [ECE 2.a.4] [ECE 2.b.9]
16. Use school and/or community resources to enhance the programs for young children. [NAEYC 3.4 & 3.5]
17. Function as a member of an instructional team and relate to colleagues in a professional manner. [NAEYC 5.6]
18. Analyze and evaluate field experiences, including supervised experience in working with parents and in working with interdisciplinary teams of professionals. [NAEYC 6.4]
19. Advance children’s development in the use of written language [ECE 2.b.8]
20. Advance children’s use of the stages of the writing process [ECE 2.b.8]
21. Develop and implement a classroom-management plan to ensure equitable and effective student access to available technology resources.
22. Model safe, responsible, legal and ethical use of technology and implement school and district acceptable use policies including fair-use and copyright guidelines and Internet user protection policies.
23. Design, implement and assess learner-centered lessons and units that use appropriate and effective practices in teaching and learning with technology.
24. Use the following technology tools for instruction, student assessment, management, reporting purposes and communication with parents/guardians of students including but not limited to: spreadsheets, web page development, digital video, the Internet, email and other.
25. Facilitate their students’ individual and collaborative use of technologies to locate, collect, create, produce, communicate, and present information including but not limited to: spreadsheets, web page development, digital video, the Internet, email and other.
26. Design, manage, and facilitate learning experiences incorporating technologies that are responsive to diversity of learners, learning styles and special needs of all students (for example, assistive technologies for students with special needs.
27. Evaluate their students’ technology proficiency and students’ technology-based products within appropriate curricular areas.
28. Use technology to enhance professional growth (for example, through accessing web-based information, on-line collaboration with other educators and experts, and on-line professional courses).

Course Content and Schedule:

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:

**\*\*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**, during which 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 **required** 20 total days).

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] PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING**

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

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). During those 10 days, teachers from the cluster team should observe the intern formally and provide feedback of their teaching using the** *Classroom Observation Instrument* **at least twice before mid-term. 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 her practice and complete the** *Observation Reflection* **form no fewer than two times during the semester.**

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**. PLAN AT LEAST ONE FORMAL OBSERVATION OF TEACHING. Completed ‘draft’ of PWS due to teacher**

Week 10 100% 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 11 100% planning and teaching by intern with supervising teacher co-teaching and assisting

Week 12 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 13 Co-teaching and co-planning with supervising teacher in agreed upon approach while continuing to lead other professional duties; Observations in other classrooms;

Week 14 Internship exit meeting/All forms due to supervisor/ Professional Work Sample as the Final Examination Observations in other classrooms

Course Requirements:

The intern will

1. Co-teach at least two to 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 regarding 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 for each of the 10 days of teaching (digitally via Canvas).**
5. Review all plans with supervising cluster 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 the assigned supervising cluster teacher) with **at least two formal observations before mid-term**.
8. Following the cluster teachers’ observations, discuss intern’s 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 school faculty are 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. The intern will write a PWS based on criteria in described in this syllabus. **The supervising cluster teacher grades the PWS with a draft due to the teacher at least two weeks before the end of internship**.

PWS: Students will utilize primary and secondary sources to plan, implement, and evaluate a 3-5 day integrated unit (or web quest, if supervising teacher agrees). The final unit should engage students (at the grade level appropriate to your placement) with primary sources and encourage higher order thinking with the use of higher order thinking questions. The unit should include an abstract of approximately 100 words or less describing the lesson/web quest. Background content information for teachers should be included and may be a one to two page document in bulleted or narrative form. Your PWS should include print and digital resources for the teacher as well. Use the example web quest provided (see <http://questgarden.com/133/32/1/121117163154/>) to stimulate your thinking and how a focus on toy invention, for example, can be used as a theme to integrate the content areas of research, math, scientific thinking, problem-solving, social studies, language arts, etc. The lesson plans must demonstrate a full lesson cycle\* and include standards for **at least two** subject areas, objectives, assessment, clear and detailed teaching instructions, children’s literature that could be used, and accommodations such as remediation/ extension/ELL use. The lesson plan must be in publishable format. The web quest, if your teacher agrees this is an option, should be intended to be completed in three days and must have all primary source documents linked or embedded in the activity. The activity should utilize clear instructions for students. Assessment also must be included and children’s literature that could accompany the unit or web quest should be listed. APA style should be utilized for all citations.

\*A full lesson cycle includes (an example or two will be posted on Canvas):

* 1. Common Core Standards and ALEX standards.
  2. Engage – how will you engage and motivate students in opening your lesson?
  3. Explore – what questions will you use to have students first explore the materials and concepts? What questions will you ask to keep them engaged in exploring and inventing ideas and solutions?
  4. Explain – what resources will the students have access to in order to develop their understanding and contribute to their knowledge about these concepts you have covered in this lesson?
  5. Elaborate – how can you extend the lesson and deepen students’ knowledge?
  6. Evaluate – how will you evaluate student knowledge? How will you have students self-evaluate for understanding?
  7. Modifications – for learners who need more depth, for those who need more explanation or elaboration in order to understand, and for those who may be learning English and are challenged by academic English language.
  8. Self-evaluation and reflection – questions and form can be found on Canvas.

Documentation and evaluations of the 3-day integrated unit or web quest are to be turned in to your university supervisor **no later than** one week after the completion of the PWS. Evaluations must include:

1. How the unit lesson(s) were implemented.
2. How and why the plans changed.
3. A record of activities completed.
4. An updated bibliography of what you actually used with the children.
5. Assessment of what the children learned and how you knew what they learned.
6. Assessment of what you learned.
7. Your PWS evaluation forms completed and evaluated by your classroom teacher and/or your supervisor.

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| * School Based Experiences * Internship Notebook | Pass-Fail Grading Per Assignment:  Exemplary (E) (Pass)  Competent (C) (Pass)  Approaching Competence (AC) (Fail)  Poor (P) (Fail) |

**Assignments:**

All written assignments must be typed and should adhere to Standard English usage and conventions. Weekly assignments must be presented in class (or posted to Canvas) on time and with competent quality in order to receive credit for them – i.e., to be marked as passing.

**Outside the Classroom Experiences** – During your internship you are encouraged to plan with your cooperating teacher other experiences that will help develop a knowledge and appreciation of the “other” facets of teaching. You have been provided a list below of options you can choose to complete during your internship. You will complete a form after each experience.

**CTEC 4210/3 Seminar Notebook** –

You will be required to keep an organized notebook with the divider tabs labeled as the following:

1. Resume - Using the Career Development Services Handbook create or update your résumé to be used for the College of Education Interview Day
2. CTEC 4920/3 syllabus
3. CTEC 4210/3 syllabus
4. College of Education Internship Handbook (N/A)
5. Internship Calendar
6. Observations Forms (be sure to keep a copy of all formal observation forms
7. Assessments (be sure to keep a copy of all assessments your cluster teacher/university supervisor complete throughout the semester)
8. Lesson Plans (copies of your 10 days of consecutive teaching lesson plans)
9. Integrated Unit (including all teaching resources such as, student handouts, rubrics, etc.
10. School Based Experiences Checklist
11. School Based Experiences Documentation Form (one for each of the selected experiences) \*Note: All School Based Experiences must be completed by the end of the semester and will be turned in to your university supervisor.
12. Reflections on the following questions:
    1. How do I address questions that arise relating to the ethics involved in working with children, parents, paraprofessionals, and school officials? How do I ensure that current research, codes of ethics, school regulations, and my understanding of the family values and cultures of the child guide my relationships?
    2. How do I plan, create and maintain the classroom environment and curriculum necessary to meet the academic, cultural, social/moral, physical and personal needs of the children? How do I ensure that my classroom environment and curriculum value and display children's work? How do I ensure that my classroom environment and curriculum necessary to meet the academic, cultural, social/moral, physical and persona needs of the children? How do I ensure that my classroom environment and curriculum value and display children's work? How do I ensure that my classroom environment and curriculum facilitate children's thinking?
    3. How do I manage guidance and discipline in a vibrant learning community, so that children have ownership of the classroom rules, their problems that arise, and can devise strategies for solving those problems?
    4. How do I adapt instruction to meet the needs of the children, parents, and community and still meet the state and local school curriculum standards? How do I evaluate my ability to consider all perspectives as I work with the children?

**School Based Experiences Checklist**

Directions: Choose at least **10** options below. You can only do each option once in order to maximize your experience during internship. After completing each experience, be sure to fill the form out and either keep it in your internship notebook or turn the form in according to your supervisor’s directions. Calendar examples have been provided for you and your cooperating teacher in helping you plan more effectively the outside classroom experiences. The classroom experiences will need to be completed prior to the last day of internship but the scheduling is flexible and allows you to complete as many experiences as possible.

Note: You can complete the experiences with other interns at your school. We suggest that when observing another teacher (e.g., art teacher) that only two interns observe at a time. This will help with management and organization.

1. \_\_\_\_\_\_\_ Observe, interact, and reflect on the first day of the school year (Fall Interns only).
2. \_\_\_\_\_\_\_ Interview **two** of the following: secretary, cafeteria coordinator, janitorial staff, after-school coordinator, book keeper, special aide assistant, parent of the advisory board, Title 1 aide, teacher aide, media specialist aide.
3. \_\_\_\_\_\_\_ Interview a teacher or other professional about how Common Core (Mathematics or Language Arts) is impacting curriculum at the local level.
4. \_\_\_\_\_\_\_ Select a student who has special needs or behavioral challenges within the school context. Locate two research articles about the specific challenge in order to identify strategies to help the student to be successful.
5. \_\_\_\_\_\_\_ Observe a Response to Intervention (RTI) or Problem-Based Solving Team (PBST) meeting and reflect on the strategies/plan recommended to support the needs of student(s).
6. \_\_\_\_\_\_\_ Observe a Title 1 teacher while she is preparing resources or conducting a small group intervention lesson .
7. \_\_\_\_\_\_\_ Observe a reading coach for ½ a day.
8. \_\_\_\_\_\_\_ Observe an ELL coach for ½ a day.
9. \_\_\_\_\_\_\_ Observe an inclusion teacher for ½ a day.
10. \_\_\_\_\_\_\_ Observe a committee meeting of your choice.
11. \_\_\_\_\_\_\_ Observe at least **two** special teachers for ½ a day each (e.g., art, music, venture, physical education, computer).
12. \_\_\_\_\_\_\_ Observe the media specialist for ½ a day.
13. \_\_\_\_\_\_\_ Observe **two** other classroom teachers with different grade levels from your internship placement.
14. \_\_\_\_\_\_\_ Observe the counselor for ½ a day.
15. \_\_\_\_\_\_\_ Attend a special event at your school (reading night, math night, carnival, musical, etc.).
16. **\_\_\_\_\_\_\_ Observe a parent teacher conference.\***
17. **\_\_\_\_\_\_\_ Attend a school wide faculty meeting.\***
18. **\_\_\_\_\_\_\_ Attend a collaborative grade-level meeting.\***
19. \_\_\_\_\_\_\_ Attend a professional development session (speaker, training, technology, etc.).
20. \_\_\_\_\_\_\_ Attend and interact in an after school program for an afternoon.
21. \_\_\_\_\_\_\_ Plan and carry out a special project (setting up recycling, organizing a math night, etc.) and reflect on the challenges, successes, and dynamics of the project.
22. \_\_\_\_\_\_\_ Interview a parent (with classroom teacher’s permission) about what he or she perceives his or her role to be in supporting the child’s education. Some questions may include, but are not limited to: as a parent of a child in this classroom, what is your view of parents’ role in their child’s education? What kinds of things do you and your child(ren) do or have done in the past that you would say support his or her educational goals? What ideas or suggestions might you have for a beginning teacher?
23. \_\_\_\_\_\_\_ Interview two teachers regarding their work to build positive families and community relationships (i.e., take into account NAEYC standards for building positive relationships with families and communities: how do they create shared understanding about quality practices and approaches to working with families and building effective community relationships? How does working with families in the school/program differ depending on children’s age and developmental level? How does the teacher take into account culture and language differences when the classroom considers families and the communities in which they live? How does their knowledge of available resources within the communities support families with children who have special needs? What changes, if any, have they seen recently in their approaches to working with families and communities?

**\*Required (see CTEC 4920 syllabus: all faculty meetings, grade-level planning meetings, teacher-parent conferences, and all other school functions that faculty are expected to attend, your attendance is required as well).**

Evaluation:

Cluster teachers complete the College’s evaluation form on 14 professional competencies at two points: **at midterm and at the semester’s end**. Supervising cluster teachers are asked to discuss the intern’s progress throughout the semester and document ongoing performance through use of the College of Education Classroom Observation Form for Early Childhood Education, **TWO prior to mid-term and a minimum of TWO following mid-term.**

The university supervisor and the supervising 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 cluster 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.

Course Policy Statements:

Participation: Students are expected to participate in all classroom activities and responsibilities as directed by their cluster teacher.

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, unless it is specifically planned as a part of the lesson or classroom activity (e.g., use of iPad for recording observations or documenting children’s work, etc.).

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, contact the supervising cluster teacher and university supervisor immediately via email, phone, and/or appropriate manner expected by the supervising teacher. Absentee documentation forms should be turned in to the university supervisor within a week of the absence. They may be emailed, 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 in the school year, the intern may use that as a make-up day but **NOT** to shorten the number of days in the internship 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.** Excessive absences may result in an unsatisfactory grade in internship. **You may have ONE unexcused absence. Any beyond that will result in an unsatisfactory grade. In the case of unsatisfactory grade, a teacher candidate will need to reapply for internship and meet other field experience requirements as specified by the early childhood faculty and university supervisors.** Students must meet state attendance guidelines in completing a full semester internship in order to be certified.

Unannounced quizzes: There will be no unannounced quizzes.

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 the intern has a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If the intern 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: The University Academic Honesty Code is described in the

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

**EARLY CHILDHOOD EDUCATION**

**ADDITIONAL**

**REQUIRED**

**FORMS**

**Cluster Intern Information Form**

*To be completed by the intern and returned to the university supervisor during the first week of school – post on Canvas website.*

Intern Name:

Mailing Address:

Home or Cell Phone: Intern Email:

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School Name: School Principal:

School Address: **Principal’s Email:**

School Phone:

Cooperating Teacher: **Teacher’s Email:**

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**Schedule of Subjects/Classes/Day at Host School**

Timeframe (CST) Subject Grade Level Room #

What tentative dates will you complete your 10 consecutive days of full-time primary teaching?

What dates will you be away from your school or not teaching due to holiday, teacher workday, testing, field trip, or other events?

**[On the back of this sheet draw directions to your school including where to park.]**

**A****ttendance Log Spring**

Intern Name

Schools

Cooperating Teachers

Grades

Please keep a daily record of your internship experience.

You will upload this to Canvas for your University supervisor PRIOR TO the day of the final evaluation meeting with the College.

**U****se the following to record:**

**A = Absent X = Present and on time FT = Full day teaching O = Formal Observation**

**T = Tardy (not in the classroom at least 15 minutes prior to the start of the school day)**

**NS = No school (due to Holiday, Weather Day, Spring Break, etc)**

January 2018

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| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern**  **Initials** | **Teacher Initials** |
|  | **1** | **2** | **3** | **4** | **5** | **6** |  |  |
| **7** | **8** | **9** | **10**  **1st day of Internship** | **11** | **12** | **13** |  |  |
| **14** | **15**  **MLK Jr.**  **Holiday** | **16** | **17** | **18** | **19** | **20** |  |  |
| **21** | **22** | **23** | **24** | **25** | **26** | **27** |  |  |
| **28** | **29** | **30** | **31** |  |  |  |  |  |

**February 2018**

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| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern**  **Initials** | **Teacher Initials** |
|  |  |  |  | **1** | **2** | **3** |  |  |
| **4** | **5** | **6** | **7** | **8** | **9** | **10** |  |  |
| **11** | **12** | **13** | **14** | **15** | **16** | **17** |  |  |
| **18** | **19** | **20** | **21** | **22** | **23** | **24** |  |  |
| **25** | **26** | **27** | **28** |  |  |  |  |  |

**March 2018**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern**  **Initials** | **Teacher Initials** |
|  |  |  |  | **1** | **2** | **3** |  |  |
| **4** | **5** | **6**  **Interview**  **Day** | **7** | **8** | **9** | **10** |  |  |
| **11** | **12** | **13** | **14** | **15** | **16** | **17** |  |  |
| **18** | **19** | **20** | **21** | **22** | **23** | **24** |  |  |
| **25** | **26** | **27** | **28** | **29** | **30** | **31** |  |  |

**April 2018**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern**  **Initials** | **Teacher Initials** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |  |  |
| **8** | **9** | **10** | **11** | **12** | **13** | **14** |  |  |
| **15** | **16** | **17** | **18** | **19** | **20** | **21** |  |  |
| **22** | **23** | **24** | **25** | **26** | **27**  **Last day of Internship** | **28** |  |  |
| **29** | **30**  **Make-up days** |  |  |  |  |  |  |  |

**May 2018**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** | **Sat** | **Intern**  **Initials** | **Teacher Initials** |
|  |  | **1**  **Make-up days** | **2**  **Make-up days** | **3**  **Make-up days** | **4**  **Make-up days** | **5**  **Make-up days** |  |  |

**A****U Commencement: Saturday, May 5, 2018**

**\*\*All days missed must be made up**

\*Interns report to school on all teacher workdays

**SEE CLINICAL RESIDENCY HANDBOOK FOR COMPLETE LIST/COPY OF FORMS DUE AND INSTRUCTIONS.**

**Action Plan Form**

Please complete the following chart as a record of a discussion between the supervising cluster teacher and the intern to address any target **areas of concern** during the internship. When needed, the university supervisor may be present during the conversation. The goal is to develop a constructive plan of action to help the intern (a) identify target areas of concern; (b) build upon related or parallel areas of strength; and to (c) develop a plan of action utilizing strengths to address the target areas.

I will address my target areas in the following ways:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intern’s Signature Cooperating/Cluster Teacher’s Signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Supervisor (if present) Date

**Absentee Documentation Form**

*To be completed in the event of any and all absences from the internship. Submit to your university supervisor within one week of the absence.*

Intern’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Absence(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for Absence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Makeup date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Intern Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating/Cluster Teacher Signature Date

Attach Documentation

**Internship \*Cluster Teacher Supervisor Payment Form**

**Early Childhood Education**

**Spring Semester 2018**

**\*Does not apply to non-cluster cooperating teachers**

**Curriculum & Teaching Department**

**Auburn University**

**5040 Haley Center**

**Auburn, AL 36849**

**(334) 844-4434**

Please complete the following information so that a contract can be processed to pay your stipend for helping with the internship program. If the form has not been returned to me by this time, I cannot guarantee that we will be able to pay you. Currently the stipend for working with the cluster interns is **$225 per semester**.

Name Home Phone

Address City/State/Zip

Email ­­­­­­­­­­­­­­­­­­ Faculty Supervisor

Social Security # or Vendor #

If you do not have a Vendor Number, you must go to the Auburn University website, <http://www.auburnuniversity.net/vendor/> and register in order to receive payment from Auburn University

**Are you listed in the system under any other name**? \_\_\_\_\_\_\_

If yes, what name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Have you ever been employed by Auburn University in one of the following positions?**

Instructor YES NO

Graduate Assistant YES NO

Student Worker YES NO

Temporary Employment Services YES NO

Current Teaching Assignment

School School Phone

Address City/State/Zip

Thank you for your help. Please feel free to contact me if you have any questions.

Mary Lin

[linmary@auburn.edu](mailto:linmary@auburn.edu)

**Basic Lesson Plan Format (For the 10 Consecutive Teaching Days)\_**

*To be completed by all interns in advance of the teaching day for each of 10 days*

Lesson Title: Teacher’s Initials of Approval: \_\_\_\_

Subject/Grade Level:

Common Core (Math, Language Arts) and Alabama State Standard(s):

*[Multiple standards across disciplines or subjects can be listed for integrated lessons]*

Learning Objective(s):

Students will ….

Materials:

*[Those materials that are not typically found or readily used in the classroom]*

Procedure:

*[Detailed steps for a procedure should be given; if details are given in a ready-made lesson, then cite the lesson source in place of re-writing it here – e.g., STC – Electric Circuits, Activity 1.1 Make the Light Work, procedure pages 4-6, basal reader pages 24-28, etc.]*

Assessment:

*[What will you use and how will you evaluate each student’s meeting your learning objective(s)?]*

**AUBURN UNIVERSITY**

Department of Curriculum & Teaching

5040 Haley Center

Auburn University, AL 36849-5212

**Reference Form for Early Childhood Education**

APPLICANT: INTERNSHIP TERM:

UNIVERSITY REFERENCE:

Fellow Educator: Due to the large number of requests from elementary education students for professional recommendations from university internship supervisors, we have developed this form. We hope it will be an efficient way of helping you match position vacancies with the most qualified applicants. Within our cluster internship arrangements, cooperating teachers directly observe and rate the day-to-day performance of interns. If you need more information or desire a more in-depth description, feel free to call our department at (334) 844-4434.

*Rubric:*

*4 = Exemplary; Demonstrates excellence*

*3 = Competent; Area of strength*

*2 = Approaching competence; Needs improvement*

*1 = Poor; Unsatisfactory*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| PROFESSIONAL DISPOSITIONS |  |  |  |  |
| Demonstrates interest and enthusiasm for teaching |  |  |  |  |
| Punctual (i.e., arrival, departure, meeting deadlines) |  |  |  |  |
| Takes responsibility for planning, instruction, and related duties |  |  |  |  |
| Shows initiative and self-direction |  |  |  |  |
| Appropriate dress, ethical behavior, and personal interactions |  |  |  |  |
| Collegial and cooperative with cluster teacher(s) |  |  |  |  |
| Accepts and acts on constructive criticism in a professional manner |  |  |  |  |
|  |  |  |  |  |
| SCHOOL SYSTEM DISPOSITIONS |  |  |  |  |
| Understands and practices confidentiality of school matters |  |  |  |  |
| Knowledgeable of state/district/school operational policies |  |  |  |  |
| Follows school policies and procedures |  |  |  |  |
|  |  |  |  |  |
| TEACHING DISPOSITIONS |  |  |  |  |
| Competency in academic field (i.e., basic skills, grades, Praxis II) |  |  |  |  |
| Planning and organizing instruction (i.e., Professional Work Sample) |  |  |  |  |
| Classroom management and discipline |  |  |  |  |
| Instructional skills and techniques |  |  |  |  |

Would you hire? Yes \_\_\_ No \_\_\_ Undecided \_\_\_

Additional Comments:

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

**School Based Experiences Documentation Form**

**One Completed Form for EACH Experience**

|  |  |
| --- | --- |
| Name: | Description of the Experience: |
| Date: | School/Grade |
| Directions: This form must be completed after each experience. Be sure to list the experience that you have done along with a reflection and proof. Be sure to choose experiences that you feel will help you achieve and learn the most from your internship. | |
| Provide a one-paragraph summary of the School Based Experience: | |
| Provide a 1 paragraph reflection of the experience: What did you learn? What was the most surprising thing you discovered? How can the experience help you to become a better teacher? | |
| Provide any additional documentation (i.e., notes, interview questions/responses, etc.) | |