**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** CTES 7920

**Course Title:** Internship

**Credit Hours:** 3 semester hours

**Prerequisites:** Departmental approval

**Corequisite:** None

**Term:**  Summer 2011

**Instructor:** Dr. Robert D. Leier

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**Texts:**

College of Education. *Internship handbook*. Auburn, AL: Auburn University College of Education, Spring 2007.

Additional readings to be determined by intern and university supervisor as necessary.

**Course Description:**

300 hours of supervised on-the-job experience in teaching English to speakers of other languages (ESOL) in P-12 settings. Teaching experience will be accompanied by scheduled observations and discussions to analyze and evaluate each student’s internship experience.

As many ESOL interns in CTES 7920 are likely to be practicing teachers, the ESOL internship can be taken over the course of several semesters. This will allow practicing teachers to complete the internship while continuing in their current teaching positions. ESOL internship hours may also be gained through P-12 summer school programs, after-school programs, or other alternative P-12 ESOL programs with the approval of the department.

**Course Objectives:**

Course objectives include a subset of key indicators from the Alabama Quality Teaching Standards and program-specific indicators. Indicators assigned to CTES 7920 are highlighted on the performance assessment templates included in the attachments. [Or noted below.]

By the end of the internship experience, students will be able to:

Apply English grammar and linguistics in teaching ESOL students **(290-3-3-.45-2-1b)**

Demonstrate respect for and communicate effectively with persons of other cultures **(290-3-3-.45-2-2b)**

Plan English language curriculum that will address English language learners’ academic and social needs

Integrate English language learner’s subject area language needs into the ESOL curriculum

Demonstrate integration of theory, research and practice at a level appropriate for graduate students

Effectively evaluate personal teaching effectiveness, identify areas for improvement, and engage in self-directed professional growth

To use a variety of appropriate individual and group learning activities, multimedia/multisensory techniques, and instructional materials that emphasize student participation in language learning.

To use a variety of strategies (e.g., cooperative learning, discussion, problem-based learning and direct instruction) that encourage students to recognize, question, and interpret language from a variety of perspectives.

Make and implement instructional plans that address special factors that influence learning including the following:

 Diversity of intellectual, physical and social skills

 Needs of special populations

 Stages of educational maturation

 Cultural and ethnic diversity

 Gender

 Differences in learning styles

 Motivational needs

To select appropriate language learning materials for students based on interests, abilities, grade level, and background

To use a variety of strategies to plan, assess, and evaluate learning

To plan and revise instruction based upon information derived from formal and informal assessment measures, including observation and student response

To create and maintain a positive learning environment and to relate positively to a variety of students using roles of instructor, facilitator, coach, and listener

To communicate and collaborate effectively with students, parents, guardians, colleagues, support staff and administrators in regard to English language learners’ needs and progress.

**Course Content and Schedule:**

Students will work with the university supervisor and school-based supervisors to develop long-term and short-term plans for addressing and demonstrating competence in the objectives listed above.

**Course Requirements:**

Interns will complete 300 clocked hours of ESOL teaching experience. ESOL certification is P-12.

Detailed lesson plans for at least five lessons must be submitted to the university supervisor throughout the course of the internship. This number includes the three lesson plans submitted for the formal evaluations. These plans will be evaluated by both the intern and the supervisor.

Daily lesson plans must be kept in a notebook available to the university supervisor and school-based supervisor.

Interns will self-evaluate daily lesson plans and keep these evaluations with the daily lesson plans in their notebook

The intern will undergo a minimum of three formal evaluations from the university supervisor throughout the internship experience. The evaluation cycle consists of a pre-observation conference, a scripted observation, intern self-evaluation, evaluation by the university supervisor and a post-observation conference.

At the end of the internship, interns must submit an exit portfolio consisting of the daily lesson plan notebook, formal evaluations, any informal evaluations, and interns’ reflections on their internship experience.

**Evaluation:**

Students will evaluate their own performance through daily lesson plan self-evaluations. Students will also self-evaluate their internship experience as a requirement for their exit portfolio.

The university supervisor will formally evaluate interns on at least three occasions. In addition, the university supervisor will evaluate five detailed lesson plans, the daily lesson plan notebook and the exit portfolio. The university supervisor will communicate with interns about each of these evaluations by providing written and oral feedback.

A grade of Satisfactory or Unsatisfactory is assigned. Students must satisfy all course objectives to receive a grade of Satisfactory.

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards and program-specific standards. Assessments used during internship to assess these standards are (1) the Professional Work Sample, (2) PEPE, and (3) the Inventory of Candidate Proficiencies. Information regarding the following is provided in the attachments:

* directions and rubrics for key assessments – Internship Handbook, pp. 16-24
* alignment of state standards with the College’s 15 candidate proficiencies – performance assessment templates
* alignment of candidate proficiencies with the key assessments

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 (e.g., Inventory of Candidate Proficiencies).

**Class Policy Statements:**

Attendance: Students are expected to fulfill their attendance requirements at the internship placement and any required on-campus meetings (Tiger Cub, P. 73)

Participation: Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, P. 74)

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need accommodations are asked 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 alternative time can be arranged. To

set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo

and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo

but need accommodations, make an appointment with the Program for Students with Disabilities

at 1244 Haley Center, 844-2096 (V/TT).

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and

Regulations pertaining to Cheating will apply to this class.

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

**Justification for Graduate Credit**

CTES 7920 provides students with the opportunity to develop graduate-level skills in a professional context through supervised experience. The internship promotes the integration of theory, research and practice in a professional context and fosters self-directed professional development.