



HIED 6024
HIED MAT Internship
Spring 2017
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HIED university supervisors

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Class meeting time: Internship experience within the Latham Clinical Schools Network

Required texts:

Welcome to Teacher Education Handbook. PDF link found at http://author.ecu.edu/cs-educ/OTE/upload/2016_Apple_Book_Final.pdf Published annually by Office of Teacher Education.

edTPA handbook – accessed through Bb and Taskstream

Common Core State Standards for social studies - accessed online at <http://www.corestandards.org/ELA-Literacy>

NC Essential Standards for 9-12 social studies – accessed online at <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

Course description – HIED 6024. Internship in History and Social Studies (9). Full-time, semester-long internship. Students will complete this full-time internship under the advisement of a clinical teacher within the Latham Clinical Schools Network and under the supervision of an appointed university supervisor. Students will complete weekly planning and reflection exercises as well as a portfolio following the guidelines set forth by the program area and/or department (edTPA).

Upon completion of this course, students will be able to:

1. use knowledge of how children learn to create a positive learning environment.
2. integrate content based on an understanding of the subject matter, curriculum, and processes to be taught.
3. plan instruction based on knowledge of learner needs, subject matter, curriculum, and a wide range of instructional strategies.
4. plan for instruction that meets the need of diverse learners.
5. create a learning environment that encourages positive interaction, fosters the development of effective communication skills, and promotes active involvement in learning.
6. implement effective planned instruction that observably, demonstrably, or measurably meets the needs of all learners.
7. use formative and summative assessment strategies to make appropriate instructional decisions.
8. clearly communicate with students, parents, and other professionals.
9. demonstrate a commitment to the teaching profession through professional and ethical behavior.
10. reflect and evaluate the effects of curricular, instructional, and other professional decisions.

Attendance:

Students are expected to attend the internship site each day of the semester following the calendar set forth by the Office of Clinical Experiences. If for some reason an intern must be absent from the internship site, they must immediately contact the clinical teacher, the university supervisor, and the Office of Clinical Experiences to document the absence. Any prior approval of absences must go through the Office of Clinical Experiences. Chronic absence or tardiness to the internship site may lead to removal from the internship and a grade of "F" for the internship.

Assignment turn-in:

All internship work is to be turned in on a schedule agreed upon by the clinical teacher and university supervisor and communicated to the intern. Failure to submit assignments (lesson plans, reflections, weekly calendars, ,etc.) according to the agreed upon timeline may lead to removal from the internship and a grade of "F" for the internship.

General information:

Academic integrity – All students are held to the Honor Code of East Carolina University. Any violation of the Honor Code will be reported. It is your responsibility to be aware of East Carolina University's Academic Integrity Policy. This policy is available online and in the university catalog. Any forms of cheating or plagiarism are included.

Support for students with disabilities – East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Services located in Slay 138 to verify the disability before any accommodations may occur. The telephone number is 737-1016.

Severe Weather Information – The ECU emergency information hotline is 328-0062. Information regarding class cancellation due to severe weather is also available on the university website.

Guidelines for withdrawal from internship:

- Intern teacher candidates will maintain acceptable teaching proficiency. If at any point in the internship, the university supervisor concludes that the intern teacher candidate is demonstrating such ineffectiveness that the progress of the students in the classroom is being seriously impaired, the intern teacher candidate will be withdrawn from the classroom.
- Intern teacher candidates are expected to present an acceptable professional appearance while on duty and must also abide by any written code established by the local school or major department for professional personnel. Defiance of specific requests made by public school or university officials will be considered grounds for dismissal.
- Intern teacher candidates who are arrested for violation of local, state, or federal drug laws, or of serious offenses involving moral turpitude will be withdrawn immediately. Other offenses or conduct that cause any intern teacher candidate's character or fitness for admission to the teaching profession to be questioned may result in an investigation initiated by public school officials, the chair of the intern teacher candidate's major department, the program coordinator of internships, the clinical teacher, the university supervisor, the Director of Teacher Education, or other university officials.

- Termination of an internship and separation from the program can be accomplished only by the Director of Teacher Education in conjunction with the Department/Program Area. Such critical decisions will be made only after careful consideration by the intern teacher candidate, university supervisor, clinical teacher, program coordinator and/or chair, and the Director of Teacher Education.

Other Internship Related Guidelines.

- Intern teacher candidates must abide by the same policies of the local school as those required of regular teachers, plus those created by the local school system specifically for interns.
- Intern teacher candidates may not accept gifts having monetary value from their pupils at any time.
- Intern teacher candidates must possess good health and have a current health certificate on file in the Office of Clinical Experiences before beginning the internship. Any changes in the medical status of intern teacher candidates prior to or during the internship should be reported to the Lead Coordinator for Clinical Experiences. Intern teacher candidates will be permitted to continue in their internships as long as the changes in health do not reduce teaching effectiveness.

Grading Scale: A minimum grade of B is required in this course to meet requirements of the MAT program. If your grade is below “B” you will be removed from the MAT program and moved to licensure only (UG).

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| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 0-69 | F |
- NO INCOMPLETES will be given.

Internship 2 Requirements:

Progress reports (50 points) – this portion of the grade will be calculated as follows:

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| 50 points | Majority of scores on all four progress reports reflect a score of 3 with only a few total areas where a score of 2 was recorded. There are no scores of 1 on any of the four progress report. |
| 40 points | Majority of scores on all four progress reports reflect a score of 2 with several areas scored at 3 (particularly in the latter 2 progress reports). There are no scores of 1 after the first two progress reports. |
| 30 points | Majority of scores on all four progress reports reflect a score of 2 with some scores at 1 in the first two progress reports. There are no scores of 1 after the first two progress reports. |
| 25 points | Majority of on all four progress reports reflect a score of 2 with some scores at 1 in each of the four progress reports. |
| 20 points | Majority of scores on all four progress reports reflect a score of 1 with only a few scores at level 2 or higher. |
| 10 points | Not all progress reports were submitted because the student was removed from the internship either (a) due to lack of performance or (b) at the request of the school district. |

Basis for Progress Reports

An intern's progress is assessed based on his or her overall performance in relation to the following components that occur before, during, and after a teaching event.

Daily or Weekly Schedule of Topics, Activities, and Requirements:

1. Lesson Plans are required for the Clinical Teacher (CT) to review in advance for feedback and corrections.
2. NO intern teacher candidates shall teach without plans being reviewed by the CT.
3. Intern teacher candidates work the full teacher day at their internship site, including faculty/staff meetings, parent conferences, evening activities, etc.
4. A minimum of 10 consecutive days of full-time teaching is required prior to the end of internship 2. You will begin co-teaching with your CT on *the first day of the school's spring semester*. When you co-teach, **you will be a part of all lessons in all classes** throughout the term. In some classes you may have a more predominant role (doing most of the planning and teaching) while in others you may have more of a supporting role (only leading an activity or conducting a short lecture). The idea is that **you and the CT are both engaged in all of the lessons** with you taking the reins and leading most of instruction in all classes for the period of "all days." During that time, as a result of the nature of co-teaching, you will engage in co-planning with your CT. Some of the ideas and lesson elements will be of their design and some will be of your design. You will discuss these lessons as a sort of mini-PLC with your CT during your planning time together. At the outset they will likely be providing most of the resources to be used but as the term progresses you will be responsible for locating more and more lesson resources and trying ideas with their support and guidance. This peaks during the 10 days of "all days" when you are designing and delivering most of the instruction with you doing all planning and teaching for *at least* 5 days.
5. All Unit analysis maps and lesson plans should be kept in a notebook for review by the University Supervisor OR **may be submitted electronically using an interface approved by the program area**. There should be a notebook for each "prep" the intern is teaching. Lesson plans that have been implemented should include notes regarding reflections by the intern teacher candidate. Co-teaching lesson plans should be clearly color coded (intern 1 = light yellow highlight; intern 2 = light purple highlight) to indicate which responsibilities for each lesson belong to each stakeholder (interns and Clinical teacher)
6. Open and honest communication should be the norm between the Clinical Teacher, Intern Teacher Candidate(s), and University Supervisor.
7. No later than 11:59 PM each Saturday night, intern teacher candidates will email their university supervisor the following:
 - a. Reflections following the protocol required by the university supervisor.
 - b. A weekly calendar (template provided on HIED weebly page) of what will be occurring in each class on each day of the upcoming week.

The East Carolina University Office of Educator Preparation Progress Report can be found in your Taskstream account. Each intern will be observed a minimum of four times by his or her university supervisor at approximately one-month intervals. Within 2:1 co-teaching settings, only one intern will be observed during a visit. After each observation, the university supervisor will complete a progress report in Taskstream. Interns should read their progress reports and contact their university supervisors with any questions, concerns, or comments.

edTPA portfolio (30 points) – this portion of the grade will be calculated as follows:

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| 30 points | edTPA was successfully completed with a passing score. No revisions required. |
| 20 points | edTPA was successfully completed with a passing score. One revision was required. |
| 10 points | edTPA was successfully completed with a passing score. Two revisions were required. |
| 0 points | ed TPA was not successfully completed after two revisions OR edTPA was not submitted and graded due to removal from the program prior to submission date either (a) due to lack of performance or (b) at the request of the school district. |

edTPA Portfolio

All components of the edTPA portfolio are located on your Taskstream account. You are able to create your responses to Tasks 1, 2, and 3 and then upload your work to the portfolio via Taskstream. A deeper, more detailed discussion of the requirements of the edTPA will be discussed during internship observation minutes.

Important: All HIED (undergraduate and graduate) interns will submit their edTPA portfolios to Pearson for scoring. The cost associated with Pearson scoring will be covered by the College of Education for the initial submission. The deadline for HIED interns to submit their edTPA portfolios to Taskstream is March 24, 2017. No exceptions to the deadline will be granted. You will be required to submit your edTPA portfolio first to Taskstream on 3/24 and then follow the process to submit to Pearson for national scoring by March 30. edTPA scores will be reported by Pearson by April 20.

Each intern must earn a minimum of 38 points on the edTPA. Any intern who does not earn at least 38 points on the edTPA portfolio will be provided the opportunity to participate in a remediation process directed by History Education faculty. At the end of the remediation process, the intern will submit a revised/remediated portfolio to Pearson at cost to the student. If the intern scores a minimum of 38 points on the revised/remediated portfolio, he/she will receive the modified number of points for the internship (TCHR/HIED 6024) as indicated on the course syllabus.

If the intern's revised/remediated portfolio does not ultimately receive at least 38 points, the intern will not receive credit for the edTPA portfolio and will not receive a grade of C or higher in TCHR/HIED 6024. In that event, the intern will be required to file a petition for exception, secure another internship placement, repeat the course, create and submit a new edTPA portfolio, earn a passing rating on that edTPA portfolio, and receive a C or above in TCHR/HIED 6024 in order to be recommended for a North Carolina teaching credential.

Professional dispositions survey C (20 points) – this portion to be calculated as follows

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| 20 points | All areas of the professional dispositions survey C reflect scores of “3” or “4” |
| 0 points | Any areas of the professional dispositions survey C reflect scores below “3” or “4” |
| See Professional Dispositions Form C below: | |

| <i>Professional Demeanor</i> | |
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| | A. The candidate demonstrates adherence to standards of professional ethics. |
| | B. The candidate wears professional attire for teachers when in a school setting. |
| | C. The candidate demonstrates reliability by performing assigned tasks or duties on time without prompting. |
| | D. The candidate displays a positive attitude toward teaching and interactions with students and families. |
| | E. The candidate responds to frustration and stress with poise and seeks positive outlets for emotions. |
| | F. The candidate demonstrates resourcefulness, initiative, and independence. |
| | G. The candidate accepts responsibility for successes and mistakes and seeks solutions to problems |
| <i>Professional Commitment</i> | |
| | H. The candidate establishes an environment of respect for diversity in professional relationships and through culturally responsive teaching. |
| | I. The candidate respects students as valued individuals by focusing professional decision-making upon student needs rather than personal preference. |
| | J. The candidate thinks critically; perceiving multiple sides of an issue or problem in order to develop creative solutions and make appropriate decisions. |
| | K. The candidate solicits suggestions and feedback and seeks opportunities for professional growth. |
| | L. The candidate responds positively to constructive criticism and suggestions by integrating professional feedback into practice. |
| | M. The candidate examines critically his/her perspective, experiences, and effectiveness and reflects on ways to improve student performance |
| | N. The candidate persists in seeking new and more effective teaching strategies to help all children achieve success. |
| <i>Professional Interactions</i> | |
| | O. The candidate listens and responds thoughtfully to the ideas and perspectives of others. |
| | P. The candidate demonstrates diplomacy, tact and sensitivity toward the feelings and opinions of others. |
| | Q. The candidate demonstrates awareness of impact of own words/actions on students by monitoring and adjusting personal behavior accordingly. |
| | R. The candidate shares ideas and materials willingly and contributes actively to positive group functioning. |
| | S. The candidate articulates ideas clearly and comfortably in conversation, discussion or presentation, demonstrating conventions of standard spoken English and awareness of audience. |
| | T. The candidate articulates ideas clearly and coherently in writing demonstrating conventions of standard written English and awareness of audience. |

Major due dates/internship 2 events:

Mandatory senior internship 2 meeting – January 13, 2017

First day of internship - January 9, 2016

Mandatory career fair – March 1, 2017, 8-10 am – Greenville Convention Center

Projected edTPA implementation window – February 20-March 10, 2016

edTPA “writing week” – March 13-March 17, 2017 (reduce teaching load to two block classes)

10 full instructional days - must be completed outside of the program identified edTPA window if possible. Must be consecutive instructional days and must be completed prior to last day of internship 2 as stipulated by OCE. (preferable window is March 27-April 13)

Spring break – follow public school calendar for when spring break is allowed

edTPA portfolio due in Taskstream- March 24, 2017 by 11:00 pm to taskstream

edTPA workday – March 24, 2017 you do not report to your internship this day, but rather complete submission of edTPA (this is already approved by OEP)

edTPA scores returned from Pearson – April 20

Last day of internship – May 3, 2016

Mandatory internship 2 meeting – May 4, 2016

ECU Graduation – May 5

COE Graduation – May 6 12 noon, Minges

Co-Teaching Calendar for HIED Interns and CTs:

One teach, one assist – January 9- 20 (CT has major role and intern fulfills supplemental and limited instructional duties)

Full co-teaching – January 23-March 24 (CT and intern co-plan and co-teach using the various approaches introduced in the co-teaching training. Intern may be expected to take on increasing roles in certain classes and a more supportive role in other classes as this period progresses, but will be a part of every lesson in every class every day).

“All days” (10 consecutive instructional days) – Preferable window is March 27-April 13. Intern will have primary responsibility of planning and teaching in all classes during this 10-day period. Co-teaching strategies should still be used, but intern should be the one primarily responsible for planning and instruction.

Bridge period – Intern will maintain lead responsibility in one or two classes and will co-teach the remaining classes with the CT until the end of the internship. The CT is encouraged to use this as a period to allow the intern some individuality in planning and instruction as a bridge to the profession at the close of the internship.