



The UNIVERSITY OF NORTH ALABAMA

College of Education and Human Sciences

Internship Syllabus

- EED 472 Internship Elementary Grades K-6
- ECE 472 Internship Early Childhood Grades P-3
- EEX 472 Internship Collaborative Grades K-6
- ED 482 Internship Secondary Grades 6-12
- ED 484 Internship Secondary Grades P-12
- ED 582 Internship Alt A Secondary Grades 6-12
- ED 584 Internship Alt A Secondary Grades P-12

Fall 2016

Credit: 12 Semester Hours (Undergraduate)
9 Semester Hours (Graduate)

Prerequisites: Completion of all Courses

Course Description: Supervised observation and teaching in learning situations from grades P-12 (according to the candidate's major); the use of materials of instruction and teaching methods. Involvement in all teacher functions. The internship is the culmination experience of the teacher preparation program and is primarily the application of the knowledge and practice of the abilities acquired in the candidate's program. In order to pass/receive credit for internships the candidate must demonstrate several competencies. These competencies are listed in the **Internship Requirements** and in the tables aligning (Appendix A) the Conceptual Framework with the **Interstate New Teacher Assessment and Support Consortium (INTASC)** standards with **Alabama Core Teaching Standards (290-3-3.03)**.

Course Text: Student Intern Handbook, Tk20 membership, edTPA handbook and documents

Internship Requirements: (Additional assignments may be assigned by supervisors or cooperating teachers. A complete description of all expectations and requirements are detailed in the internship handbook)

1. **Time:** The internship shall be fulltime in the schools for a full semester. 290-3-3-.02(6)(f)2. The candidate is expected to keep the same hours that their cooperating teachers do, attend seminars and faculty meetings, and work with their cooperating teachers in hall, lunchroom, and bus duties.
2. **Planning:** The candidate will collaborate with the cooperating teacher and supervisor for daily instruction.
3. **edTPA Portfolio:** The candidate will complete an edTPA portfolio within their discipline following all guidelines outline within the edTPA handbook. All portfolios are located in Tk20 and portfolios are submitted through Tk20.
4. **Teacher Work Sample:** The candidate will complete a teacher work sample that will include planning, instruction, and assessment of a unit based off student needs.

5. **Notebook:** The notebook is used to facilitate the candidate's day-to-day planning and instruction.

Required Readings: Internship Course Syllabus & Student Internship Handbook

Attendance Policy: Attendance during the internship is vital to the success of all interns. Each intern is expected to be in attendance everyday throughout the entire period of the internship. Internship is designed as a “no cut” experience; however, interns are allotted two absences from internship. **Absences for any reason beyond the two allotted days will require make-up time and may result in grade reduction and/or delayed credit for the internship experience. This includes any partial days missed. Please email ccwaters@una.edu anytime you will not be at the school. (field trips, meetings off campus, etc...)**

- Interns should arrive early for the beginning of the school day, seminars, and all school functions
- Observe the same school hours as the classroom teachers at their school
- Interns follow the assigned school calendar instead of the UNA calendar.
- Must be present at all school-related functions that the classroom teacher is expected to attend, regardless of the time of day. This includes but is not limited to faculty meetings, in-service meetings, PTO/PTA meetings, parent-teacher conferences, and extracurricular activities occurring in the school
- Maintain a daily attendance log.
- Classroom time cannot be missed (without prior permission) for coaching duties or other activities not related to the content being taught in that classroom.

Evaluation and Grading Procedures: The candidate's grade in student teaching is based on a combination of several factors, including the candidate's ability to complete the above requirements in a timely and effective manner, the candidate's ability to implement the methods, techniques and principles he/she has learned during his/her course work, and the candidate's ability to meet the standards outlined within this document and the internship handbook.

The University of North Alabama
College of Education and Human Sciences Conceptual Framework
“Engaging Learners, Inspiring Leaders, Transforming Lives”

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, and consistent with the University of North Alabama's institutional mission. The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

Who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;



4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

Academic Honesty: Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Communication: The official method of communication at UNA is UNA portal, with emphasis placed on University email.

Disability Accommodations: In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as

compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Title IX: The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

InTASC
ALABAMA CORE TEACHING STANDARDS
Appendix A

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, candidates will align their practice with the following standards based on the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) 290-3-3.03

Undergraduate and Alt-A

Standard	Assessment
1. Learner Development- the candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	edTPA Dispositions Teacher Candidate Summative Evaluation
2. Learning Differences- the candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	edTPA Dispositions Teacher Candidate Summative Evaluation
3. Learning Environments- the candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	edTPA Dispositions Teacher Candidate Summative Evaluation
4. Content Knowledge- the candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	edTPA Dispositions Teacher Candidate Summative Evaluation
5. Application of Content- the candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	edTPA Dispositions Teacher Candidate Summative Evaluation
6. Assessment- the candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learners' decision making.	edTPA Dispositions Teacher Candidate Summative Evaluation
7. Planning for Instruction- the candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	edTPA Dispositions Teacher Candidate Summative Evaluation
8. Instructional Strategies- the candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	edTPA Dispositions Teacher Candidate Summative Evaluation
9. Professional Learning and Ethical Practice- the candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community)and adapts practice to meet the needs of each learner.	edTPA Dispositions Teacher Candidate Summative Evaluation
10. Leadership and Collaboration- the candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	edTPA Dispositions Teacher Candidate Summative Evaluation