



**College of Education and Health Professions
Department of Curriculum and Instruction**

Program Affiliation: Career and Technical Education
Course Number and Title: CATE 406x Teaching Internship
Co-requisite: CATE 4052: Seminar
Meets: Off Campus

Office Hours:

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Monday: By appointment
Tuesday: By appointment
Wednesday: By appointment
Thursday: By appointment
Friday: By appointment

Course Description/Justification

Catalog Description: This seminar is taken concurrently with student teaching. Topics discussed are designed to link the university/school experience and practice to the knowledge base of the teacher education program.

Relationship to Knowledge Base: This course relates to the InTASC National standards for Teachers and Principles of Learning and Teaching Praxis assessments with special emphasis given to the following standards:

InTASC Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistics, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard 2: Learning Differences. The teacher used understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3: Learning Environments. The teacher 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.

InTASC Standard 4: Content Knowledge. The teacher understands the central concepts, tolls of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard 5: Application of Content. The teacher 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.

InTASC Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard 7: Planning for Instruction. The teacher 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.

InTASC Standard 8: Instructional Strategies. The teacher 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.

InTASC Standard 9: Professional Learning and Ethical Practice. The teacher 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.

InTASC Standard 10: Leadership and Collaboration. The teacher 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.

Textbooks and/or Supplementary Materials

Arkansas and national standards, Instructor's library, Professional journals, State Department of Education resources; High school textbooks

Goals and Objectives

Goals: Candidates will engage in facilitating learning and managing classrooms during an internship at a cooperating school. Teacher candidates will demonstrate professional growth and dispositions in all ten InTASC standards related to learners, the classroom environment, content and pedagogy knowledge, assessment, instructional strategies, professionalism, leadership, and collaboration. Candidates will engage in authentic settings with guidance and support from an instructional team for a minimum of 15 weeks.

Objectives: By completing the assignments and/or tasks of this course, each candidate will:

- *Submit weekly lesson plans that demonstrate knowledge of students, content, and best teaching practices
- *Demonstrate effective classroom and laboratory management skills
- *Facilitate assessments and use results of assessments to guide instruction
- *Reflect on teaching effectiveness, embracing feedback as a formative tool for one's personal growth and development
- *Practice professionalism, ethical behavior, and inclusion to promote success of all learners

Technology:

All teacher candidates will model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning; and enrich their own professional practice.

Content Outline

Week One

1. Become familiar with the school building, policies and handbooks.
2. Assist the mentor teacher in preparing the classroom for the first day of school.
3. Begin to learn the students' names.
4. Observe the mentor teacher's teaching style: how to start class, classroom management strategies, and routines. Take notes.
5. Assist the mentor teacher with all duties.
6. Collaborate with the mentor teacher on next week's lesson plans.
7. Circulate the room on the first day. For example, you could work with individual students on a specific task.
8. Conduct tasks which are low risk but which put you in a position of control.
9. Submit your teaching schedule to your University Supervisor via email.
10. Work on the lesson plan for next week **on your own time at home**. Become familiar with the curriculum frameworks for the classes you will be teaching.
11. Start an organization system for each class.

Week Two

1. Teach one class, minimum.
2. Distribute graded papers.
3. Assist mentor teacher in grading.
4. Record attendance.
5. Assume responsibility for some classroom routines, such as transition between classes (stand at door and greet students, giving permission for restroom breaks, etc.)

Weeks Three to the End

1. Assume teaching responsibilities for all of the courses.
2. Plan, implement, manage and assess independently as much as possible.
3. Maintain full teaching responsibility.
4. You will maintain full teaching responsibilities until your last day.
5. Attendance and full involvement is **mandatory** until the last day

Assignments/Tasks

Each student must upload assigned artifacts to Google Classroom as a required component of this class. Assignments not posted on time will be deducted points.

- **Lesson Plans (50 points each week)** –Teacher candidates are required to submit weekly lesson plans by 8:00 AM each Monday during their internship. Candidates should follow the CATE lesson plan template for all lesson plans.

- **Weekly Reflections (10 points each week)**—Teacher candidate will submit a weekly reflection via Flipgrid each week to highlight grows and glows for the week. Becoming a reflective practitioner is essential as candidates continue to grow in their pedagogical knowledge and professional dispositions.

Assignments/Tasks Aligned with General Education Learning Outcomes

- **Weekly Teaching (Learning Outcome 1.2)**—Candidates will engage in preparing written and oral presentations each day and will receive explicit instruction on how to modify their presentations to meet the needs of all students. Throughout the course of the semester, candidates will research and compile information related to each subject they are responsible for teaching. Candidates are expected to integrate technology into their presentations each week and cite all sources appropriately. Mentor teacher and university supervisor will assist with documentation of this task and will provide feedback to candidates.
- **Self –Reflection Paper (Learning Outcome 6.1)** – Students will write a comprehensive reflection paper of their student teaching experience, recalling learning experiences, challenges, opportunities, etc. Papers must be a minimum of 1,250 words and should reflect diversity awareness and ethical thinking.

Evaluation Policies

Grades for the course will be based on successful completion of all required assignments. Grades will be assigned using the scale below:

- A = Distinguished – 100% - 93%
- B = High Quality – 92% - 83%
- C = Acceptable – 82% - 70%
- D = Poor Quality – 69% – 60%
- F = Not Acceptable – below 60%

Student Activities and Experiences

Accommodations: Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access (CEA). The CEA is located in the Arkansas Union, Room 104 and on the web at: <http://cea.uark.edu/>. The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

Academic Integrity: The application of the University of Arkansas Academic Integrity Policy will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of the University of Arkansas Academic Integrity Policy. The description of the Academic Integrity Policy is located at: <http://provost.uark.edu/245.php>. The Academic Integrity Sanction Rubric is located at: <http://provost.uark.edu/246.php> Although students are allowed to share ideas and learn from one another throughout the semester, students are not allowed to copy another person’s work. All

assignments must be original and completed individually. All citations must be documented using the 6th edition of the APA manual (<http://www.apastyle.org/>, <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>)

Inclement Weather: For information regarding whether the university is closed or an inclement weather day is declared, use the following sources:

- See the inclement weather web site at: <http://emergency.uark.edu/17098.php>
- Call 479-575-7000 or 575-2000 for recorded announcements about closings.
- Listen to KUAF Radio, 91.3 FM, or other local radio and television stations Check your e-mail.

Academic Contingency Plan: In the unlikely event of an extended campus closure or increased absenteeism during a pandemic outbreak or other emergency, this course will continue without face to face meetings. I will use your university email to notify you of any changes and modifications to the course requirements, policies, due dates, and schedules. I will provide guidance on alternative methods of delivering course content and completing class assignments and activities in the absence of face to face meetings. Please make sure that you are checking your UARK email and your contact information in UAConnect is up to date.

Professional Dispositions: This course is reserved for candidates preparing to become professional teachers. Students are required to maintain professional decorum during class. Professionalism is multi-faceted, and many aspects of the term will be discussed in class. Subsequently, the ethics and responsibilities of professional teachers will be expected of all participants. All teacher candidates are expected to follow the Arkansas Code of Ethics. <http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/professional-licensure-standards-board/code-of-ethics-for-arkansas> Violation of these principles may result in probation, suspension, or dismissal from the internship.

Students are expected to attend all classes and participate in all activities. Students are expected to show up to class on time, prepared to work. Students overall grade will be affected by absences. All work will be turned in on time. Late work will not be accepted for full credit, or accepted at all per instructor's evaluation. Each person will be treated with respect. Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action. Cell phones will be used for professional purposes as deemed appropriate by the instructor. Peer and instructor evaluation of each member of the course will occur throughout the semester. This "constructive criticism" is meant to help each other improve and gain teaching skills necessary to be an effective teacher.

Classroom Behavior: Inappropriate remarks or comments disrespectful to other students or instructor, and other behavior as determined by the instructor will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

Syllabus Change

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.