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| **Syllabus Template**INTERNSHIP II/STUDENT TEACHING**Semester, Year** **Name of Instructor** **Instructor Email****Instructor Phone Number**College of Education and Allied Professions Western Carolina University |  |

**Credit Hours:** # Semester Hours

**Course Days/Times:** Monday-Friday, required placement school teacher hours

**Course Location:** Assigned host school

**INTERNSHIP/STUDENT TEACHING:**

Internship/Student Teaching is a one or two-semester experience depending on the licensure program. Candidates gradually assume the responsibilities of the classroom teacher for planning, implementing, and assessing lessons, managing student behavior, and carrying out non-instructional duties. The goal is for candidates to develop the knowledge, skills, and professional dispositions necessary for successful teaching. Internship I is three half days for HPE majors and two full days for all other majors. Internship II/Student Teaching is 40 hours per week following the host school calendar and continuing through the end of the WCU semester. For undergraduates, no additional classes can be taken during the final semester without prior approval. A more comprehensive description can be found in the Clinical Practice Handbook. It can be found on the upper left hand corner of this page: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/index.asp>.

### ****Field Experience Policies and Procedures:****

### Professional expectations in dress, communication, and behavior are expected at all times when interacting with school personnel, students and parents.  Proper use of standard spelling and grammar is required in all written communication, including e-mail.  **A more comprehensive description can be found in the Clinical Practice Handbook (beginning on p. 5).**

Participants in Field Experiences are responsible for providing their own **transportation** to placement locations and for arranging carpools if necessary. Most participants are arranged in schools within a [**specific group of school systems in our western North Carolina region**](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/regional-school-partnership-systems.asp).  [**Liability Insurance**](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/liability-insurance-policy.asp) is recommended for all participants.

The Office of Field Experience monitors a[**Criminal Background Check Policy**](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/criminal-background-checks.asp) that includes background checks and the requirement that any arrests be reported to the Director of Field Experience with 72 hours.  The OFE monitors the [**Culturally Diverse Experience**](http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/diversity-experience-requirement.asp) required of undergraduates in the School of Teaching and Learning.

Please contact us with any questions or concerns at 828-227-7314 or **ofe@wcu.edu**.

You can also stay up-to-date with OFE through their website at <http://ofe.wcu.edu> and by following their Facebook page at <https://www.facebook.com/wcuofe>

**TEXT AND MATERIALS:**

* OFE Clinical Practice Handbook: <http://www.wcu.edu/WebFiles/PDFs/OFE_2015-2016ClinicalPracticeHandbook.pdf>
* Active, Monitored Accounts: Catamount email, BlackBoard, and TaskStream
* Intern II Checklist
* Intern II Grade Sheet
* Intern II Program-Specific Requirements: <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/index.asp>

**CONCEPTUAL FRAMEWORK:**

 The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future.

**REQUIRED COMPETENCIES:**

Teacher candidate competencies reflect proficiency in the North Carolina Professional Teaching Standards for recommendation for an initial level license:

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf>.

| **Standard 1: Teachers Demonstrate Leadership** |
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| Teachers lead in their classrooms. Teachers demonstrate leadership in the school.Teachers lead the teaching profession.Teachers advocate for schools and students. Teachers demonstrate high ethical standards. |

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| **Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students** |
| Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.Teachers embrace diversity in the school community and in the world.Teachers treat students as individuals.Teachers adapt their teaching for the benefit of students with special needs.Teachers work collaboratively with the families and significant adults in the lives of their students. |

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| **Standard 3: Teachers Know the Content They Teach** |
| Teachers align their instruction with the North Carolina Course of Study.Teachers know the content appropriate to their teaching specialty.Teachers recognize the interconnectedness of content areas/disciplines.Teachers make instruction relevant to students. |

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| **Standard 4: Teachers Facilitate Learning for Their Students** |
| Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.Teachers plan instruction appropriate for their students.Teachers use a variety of instructional methods.Teachers integrate and utilize technology in their instruction.Teachers help students develop critical thinking and problem-solving skills.Teachers help students work in teams and develop leadership qualities.Teachers communicate effectively.Teachers use a variety of methods to assess what each student has learned. |

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| **Standard 5: Teachers Reflect on Their Practice** |
| Teachers analyze student learning.Teachers link professional growth to their professional goals.Teachers function in a complex, dynamic environment. |

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| **Standard 6: Teachers Contribute to the Academic Success of Students** |
| The work of the teacher results in acceptable, measurable progress for students based on established performance  expectations using appropriate data to demonstrate growth. |

**TEACHING REQUIREMENTS (Program Specific):**

* The number of weeks is determined by individual programs. (See program specific requirements <http://www.wcu.edu/academics/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/index.asp>.)
* Allow for phase-in and phase-out periods.
* Lesson Plans must be submitted to CT, US, and AS at least 2 days prior to formal observation.
* Make sure you understand and use the lesson plan format required by your department/academic supervisor/seminar instructor.
* Discuss with your US, AS, and CT the “comfort” levels with Co-Teaching and decide what the best approach will be.

**ATTENDANCE:**

Candidates are expected to be at their assigned school daily and on time, following the host school calendar until the last day of classes at WCU. Unexcused absences will not be tolerated and will result in the removal of the candidate from the internship! If a candidate must be absent, it must be cleared first with the cooperating teacher and then with the university supervisor. In the instance that an excused absence is granted on a day when the candidate was expected to teach, all lesson plans must be left for the cooperating teacher to conduct the class in place of the candidate. All missed hours/days must be made up prior to the end of the semester. See Clinical Practice Handbook for additional information.

* **Inclement Weather:**
	+ Follow the inclement weather policy of the school system to which you are assigned.
		- School is closed - interns do not report.
		- Optional workday the intern is expected to report to the school unless it is unsafe to do so.
* **WCU Professional Development & Career Fair Day WCU Professional Development & Career Fair Day is MANDATORY and an excused absence from school. Please advise your CT and school administration.** *The Spring 2016 Date is Thursday, March 17.*

**PROFESSIONALISM:**

Professionalism is of the utmost importance during your internship. A more comprehensive description can be found in the Clinical Practice Handbook (beginning on p. 5). Be sure to:

* Sign-in daily.
* Follow ALL school rules.
* BE RESPECTFUL TO EVERYONE.
* Communicate professionally and respectfully.
* Dress professionally.
* Wear appropriate identification. If no ID is provided by the school, wear your CATCARD on a lanyard for identification purposes.

**EVALUATION & GRADING:**

Evaluation of the candidate will be based on the *overall performance* as determined the university supervisor and cooperating teacher, as well satisfactory completion of all other internship requirements. Refer to the Intern II Grade Sheet, Checklist, and Program-Specific Requirements for additional information. **[Note: Adjustments made by PROGRAMs and not individual sections.]**

**PORTFOLIO/TASKSTREAM REQUIREMENTS:**

An important part of the Intern II/Student Teaching semester is the completion of licensure requirements including all related TaskStream evidences. These include:

* edTPA portfolio: Submitted by candidate on TaskStream. See <http://edpta.wcu.edu>.
* EE4: Certificate of Teaching Capacity. Completed by US with CT, AS, and candidate at final conference. Signatures are required. The student must earn at least a 3 on every standard to be recommended for licensure.
* EE6: Teacher as Leader Essay: Submitted by candidate on TaskStream. Assessed by seminar instructor. US, AS, and CT can work with the intern on completing this requirement as needed.
* Individual Growth Plan: Submitted by candidate on TaskStream. Assessed by seminar instructor. US, AS, and CT can work with the intern on completing this requirement as needed.
* Final Dispositions Assessment: Completed by US at the end of internship/student teaching.

**edTPA SUPPORT:**

Formative support may be offered during academic terms prior to the completion of edTPA in a clinical experience or may extend early in the term edTPA is formally developed and submitted.

***Acceptable forms of formative support include:***

* + Providing explanations of terminology and concepts covered by edTPA
	+ Identifying connections between assignments completed during coursework and tasks in edTPA
	+ Assigning parallel tasks during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work.
	+ Distributing edTPA support documents such as Making Good Choices.
	+ Arranging technical and logistical support for video recording and uploading documents into electronic platforms.
	+ Providing and discussing samples of previously completed edTPA portfolio materials (with appropriate permissions granted).
	+ Using the rubrics for evaluating embedded signature assessments, course assignments or other formative assessments in the program prior to final edTPA completion.
	+ Using rubric constructs or rubric language to debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process.
	+ Offering candidate seminars focusing on the skills and abilities identified in the edTPA, such as an Academic Language seminar.
	+ Offering the above types of assistance through clinical teaching seminars or through a separate course (methods, foundations, or other modules focused on edTPA components).

**SUBSTITUTE TEACHING:**

* Candidates may substitute ONLY in CT’s classroom/classes for a MAXIMUM of 5 days.
* During the last TWO WEEKS (if time requirements have been successfully fulfilled) the candidate can substitute in any class, but only at Host School with CT permission**.**

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions.  Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services.  All information is confidential.  Please contact the Office of Disability Services for more information at (828) 227-3886.

**Academic Integrity Policy:**

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE). Violations of the Academic Integrity Policy include:

**Cheating -** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication –** Creating and/or falsifying information or citation in any academ­ic exercise.

**Plagiarism -** Representing the words or ideas of someone else as one’s own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

The full University Academic Integrity Policy is located at: <http://catalog.wcu.edu/content.php?catoid=36&navoid=1194#honestypolicy>

**Code of Student Conduct:**

This Western Carolina University Code of Student Conduct exercises the duty of the Chancellor to regulate matters of student conduct in the University community. All WCU students are expected to be familiar with the Code of Student Conduct and to conduct themselves in accord with these requirements. The Code is located at: <http://www.wcu.edu/student-life/division-of-student-affairs/departments/student-community-ethics/code-of-student-conduct.asp>

**Course Evaluations:**

All students are expected to complete the course evaluation via the CoursEval system. Information for log in is located at: <http://courseeval.wcu.edu> .

**Internship II/Student Teaching Grade Sheet Final Grade: \_\_\_\_\_\_\_\_\_**

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| **Intern** |  | **C.T.**  |  | **U.S.** |  |

 **(10) Professionalism**

 \_\_\_\_ Attendance

 \_\_\_\_ Dress

 \_\_\_\_ Correct use of Standard English

 \_\_\_\_ Integrity/Honesty

 \_\_\_\_ Submitting assignments/work on time

**(20) Lesson Planning**

 ****  Plans submitted prior to being taught, with sufficient time for CT to review them.

 **** Plans adhere to the quality criteria set by the CT, US, and AS (if applicable).

**(10) Reflections**

 ****  Reflections completed in a timely manner and adhering to program-specific criteria.

**(20) edTPA Portfolio Completed and Passed**

Teacher candidates earn all 20 points if passed with a score of 2 or 3. They earn 0 points if the edTPA portfolio is not completed or earns a score of 1.

**(40) Instructional Expertise** (Average taken from CT Evaluation and US Evaluation below)

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| **CT EVALUATION** | **US EVALUATION** |
| \_\_\_\_/10 | Classroom Climate/Culture | \_\_\_\_/10 | Classroom Climate/Culture |
| \_\_\_\_/10 | Instruction | \_\_\_\_/10 | Instruction |
| \_\_\_\_/10 | Evaluation/Assessment | \_\_\_\_/10 | Evaluation/Assessment |
| \_\_\_\_/10 | Impact on Student Learning | \_\_\_\_/10 | Impact on Student Learning |
| **\_\_\_\_/40** | **Total from CT Evaluation** | **\_\_\_\_/40** | **Total from US Evaluation** |

 **Total Earned Points**

(A+ 99-100; A 95-98; A- 90-94; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-2; D+ 67-69; D 63-67; D- 60-62; F below 60)

*While a student may earn a satisfactory quantitative score on this grade sheet, professional dispositions, integrity, and ethics (qualitative measures) will also determine the final grade. A student who is dismissed from Internship for any reason earns a grade of D, F, or I for internship, at the instructors’ discretion in consultation with the program coordinator and the Director of Teacher Education. A student who does not successfully complete portfolio/TaskStream requirements, including edTPA, will not be recommended for licensure.*