

**UNIVERSITY OF CENTRAL ARKANSAS  
COLLEGE OF EDUCATION**

**Handbook for MAT 6699: Internship  
University Supervisors**

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Welcome to a semester of collaboration and mentoring! The MAT program at UCA has undergone tremendous change in a short period of time, but thanks to dedicated support of educators like you, we have made great strides in strengthening our program. The contributions you provide are enormously valuable for helping our interns bridge theory and practice in this incredibly significant capstone experience. It takes all of us working together to achieve the goal of true collaboration among the university, the public schools, the teacher candidates, and the larger community.

As you prepare for the upcoming semester, you should read the syllabus and the assignment overviews included in this handbook so you will know the expectations of the interns assigned to you. You should also read the Teacher Performance Outcomes Assessment ([TPOA](#)), which is the basis for all evaluations of the candidate. You will play an important role in helping interns complete their work and move forward in the profession.

The UCA teacher education program is based on the Pathwise Observation System adopted by the state in its teacher mentoring program. In light of this, those supervising UCA's teacher candidates should have Pathwise training before or during the semester they work with our interns. Information about the Internship experience will be sent to supervisors before the start of the semester and throughout the internship, as necessary.

The only paper form to be completed by the university supervisor are the [Formative Observation Form \(Domains B and C only\)](#) for each observed lesson (unless comments are uploaded in Chalk and Wire). Everything else is completed through assessment in Chalk and Wire.

In addition to attending all scheduled days in the assigned school and all school and community events where teachers are expected to be, interns are responsible for a variety of assignments. A brief description of each of the required assignments is included in this handbook. If you would like to see the system the students are using, you may find it at [www.chalkandwire.com/uca](http://www.chalkandwire.com/uca). We have created an open access student account so that university supervisors and mentors may access exactly what the interns see in their Chalk and Wire Internship portfolios. To logon, supply the username **coe** and the password **ucacoe**. There are additional Chalk and Wire tips for assessors on the [MAT website](#).

If you have questions or concerns at any time about any of the requirements or about your work with the intern assigned to you, please contact Dr. Tammy Benson ([tammyb@uca.edu](mailto:tammyb@uca.edu) or 852-2963). Thank you again for your willingness to work with UCA's MAT Program to ensure the finest professionals for the future of our schools.

## Internship Assignments

Unless otherwise noted, all assignments completed for the Internship must be uploaded and submitted for assessment through Chalk and Wire. A sample of a completed undergraduate Internship portfolio is available via the [Internship II website](#). Although there are a couple of minor differences, the MAT Internship portfolio very closely mirrors the undergraduate version. The hyperlinks in this document lead to the full description and rubrics of the assignments on the College of Education Website. Short assignments with single criterion rubrics are included in this section of the handbook. All assignment instructions and rubrics are also linked in Chalk and Wire, along with additional resource documents. To access rubrics in Chalk and Wire, click the “Toggle Page” button on the appropriate assignment page in the portfolio.

**Philosophy of Education**—Interns are required to write their educational philosophy as a reflective decision-maker. At a minimum, you should include what you believe about the *roles of teachers and students, the purpose(s) of the curriculum, effective teaching methods, and the importance of your subject area*. As appropriate, weave in examples from your Internship experience to illustrate your statements. Write your educational philosophy directly in the text box which appears when you follow the [add content](#) link. Submit your philosophy for assessment to your university supervisor. The date for submission of this assignment can be negotiated between the intern and the university supervisor. This assignment is scored on a single criterion using the following scale: **Unsatisfactory (1):** Candidate does not clearly articulate his/her beliefs about (1) the roles of teachers and students, (2) the purpose(s) of the curriculum, (3) the best methods of teaching, OR (4) the importance of his/her subject area. **Basic (2):** Candidate provides adequate description of his/her beliefs about (1) the roles of teachers and students, (2) the purpose(s) of the curriculum, (3) the best methods of teaching, AND (4) the importance of his/her subject area. **Proficient (3):** Candidate illustrates with specific examples his/her beliefs about (1) the roles of teachers and students, (2) the purpose(s) of the curriculum, (3) the best methods of teaching, AND (4) the importance of his/her subject area.

**Teacher Candidate Information Form**—By the end of the second week candidates should submit their completed [Teacher Candidate Information Form](#) for assessment to their University Supervisor. This assignment is scored on a single criterion using the following scale: **Unsatisfactory (1):** Candidate did not submit completed Teacher Candidate Information Form by deadline. **Basic (2):** N/A **Proficient (3):** Candidate submitted completed Teacher Candidate Information Form by deadline.

**Supervisor Observed Lessons**—University supervisors will do a formal observation of the interns’ teaching three times throughout the experience. Two days prior to the scheduled visit, interns are required to submit for assessment to their University Supervisor the [class profile](#) and lesson plan. For these observed lessons, interns are required to use the UCA [Lesson Plan template](#), which is modeled after the Praxis III assessment. Within 24 hours of the observed lesson, interns are required to submit for assessment to their University Supervisor their [reflection](#) of the lesson. There is a template for the lesson reflection as well. These formal observations will be augmented with informal evaluations and conferences, and assessed with the [Lesson Scoring Rubric](#).

**Videotaped Lesson and Reflection**—This lesson serves a dual purpose as the 2<sup>nd</sup> lesson observed by the university supervisor and an opportunity for interns to gain experience using the Pathwise observation format in preparation for the PRAXIS III assessment. Candidates will videotape the lesson and view it, recording

evidence in Domains B and C on the [Formative Observation Form](#). If the internship occurs in a school that requires parental permission before videotaping of class sessions can occur, interns should use the [Videotaped Consent Form](#) to acquire such permission before the Videotaped Lesson. After the lesson, interns should complete the UCA [Lesson Scoring Rubric](#) to evaluate the lesson. Interns should use the evidence recorded in their Formative Observation and the lesson evaluation from their mentor to complete the Lesson Reflection. **The interns' Self-Scored Lesson Plan Rubric and Formative Observation form should be submitted for assessment to their University Supervisors at the same time as the Lesson Reflection.** This assignment is scored on a with two criterion using the following scale: **Unsatisfactory (1):** *Candidate did not submit a Formative Observation Form from his/her videotaped lesson by the required deadline, or the evidence cited in form was insufficient.* **Basic (2):** *Candidate submitted on time a Formative Observation Form that was generally complete with sufficient evidence cited.* **Proficient (3):** *Candidate submitted on time a Formative Observation Form that contained thorough evidence.* **Unsatisfactory (1):** *Candidate did not submit his/her Self-Scored Lesson Rubric on time, or scores were not assigned for each criterion.* **Basic (2):** *Candidate submitted his/her Self-Scored Lesson Rubric on time with scores assigned for each criterion, though s/he did not seem to interpret the criterion correctly in selecting scores.* **Proficient (3):** *Candidate submitted his/her Self-Scored Lesson Rubric on time with assigned scores that reflect accurate interpretation of each criterion in relation to the videotaped lesson.*

**Unit Plan and Impact on Student Learning**—Interns are required to design and teach at least one instructional unit. The length of the unit may vary depending upon a number of factors; however, the plan should include a substantial number of consecutive instructional days, somewhere in the range of one or two weeks. The unit should be interns' original work, but it can include activities from a textbook and other resources. Units may be integrated, thematic, or topical depending upon the teaching situation. In addition to providing a rationale, lesson plans, and other miscellaneous components, a key element of this assignment is the collection of data to indicate interns' impact on student learning. Interns are required to develop and implement a pre/post assessment and supply samples of student work at various levels. They are required to use technology to compile the data in a graphic format and write an analysis of their students' progress toward the stated goals of the unit. Click [here](#) for the detailed instructions for the Unit Plan and Impact on Student Learning assignments. The rubrics used to evaluate the Unit Plan and Impact on Student Learning are included at the end of the assignment description.

**Guidance and Behavior Plan and Reflection**—Interns are required to develop and implement intervention strategies designed to promote positive behaviors and reduce the frequency, duration, and intensity of inappropriate behaviors. Such intervention must include strategies applicable to the classroom and individual students and reflect prior learning from their coursework. Toward the end of the internship, interns will write a reflection on the process. Click [here](#) for the detailed instructions and rubrics for the Guidance and Behavior Plan and Guidance and Behavior Plan Reflection assignments.

**Professional Development Plan, Part I and II**—In consultation with their university supervisor, interns will develop a plan for continued growth in the profession. The plan will identify an area for improvement and a strategy for growth in this area. Interns are required to share the plan with the university supervisor, implement it, and write a reflection toward the end of the internship. Click [here](#) for the detailed instructions and rubrics for Parts I and II of the Professional Development Plan.

**Internship Journal**—Interns are required to reflect periodically in journal entries throughout the semester. This journal should record your concerns and worries, your successes and joys, your reactions to the internship. You may also think about the TPOA domains and criteria as you write in your journal. The journal informs your supervisor of much of what you have done, of what you have learned, and of problems that need addressing. In other words, it is an important resource for your supervisor in understanding what has happened between visits. In particular, your journal should provide documentation for the following activities: *A. Reflection:* Reflect on your experiences in the classroom and try to arrive at some conclusions about how effectively you are performing in the areas of planning/organizing/evaluation, classroom environment, instruction, and professionalism. *B. Documentation of effective communication with multiple audiences:* Be sure to note in your journal all occasions for parent contact. Documentation may include letters, phone calls, or conferences with parents because they are important elements in your growth as a teacher. Keep samples of all correspondence and describe any oral contacts. Also, write in your journal about contacts with other teachers-discussions about pedagogical issues, student learning, and professional concerns. Include any lesson or unit plans designed in collaboration with others. Journal completion is assessed in the final [MAT Internship portfolio rubric](#), although some supervisors may elect to score each journal entry throughout the semester via Chalk and Wire using the following scale: **Unsatisfactory (1):** *Candidate’s journal did not contain required elements AND/OR did not follow guidelines set for submitting journal entries by the university supervisor.* **Basic (2):** *Candidate’s journal contains dated entries of his/her reflections on teaching and followed guidelines set for submitting journals by the university supervisor.* **Proficient (3):** *Candidate’s journal contains dated, thoughtful, and detailed entries of his/her reflections on teaching and followed guidelines set for submitting journals by the university supervisor.*

**Reflections for Each Domain**—The final piece of the Internship portfolio is a set of four essays written by the interns regarding their strengths, weaknesses, insights and observations regarding each of the four TPOA domains. The Domain reflections should represent depth of understanding of each of the criteria listed for each Domain and an ability to connect them all to student learning. Evaluation of the reflective essays is included in the overall portfolio rubric completed at the end of the semester. When the interns submit for assessment the essays for each domain in Chalk and Wire, it will trigger the summative TPOA rubric. The rubric is split into four sections—one for each of the domains. The [summative TPOA evaluation](#) takes into account **ALL** evidence available in estimating the intern’s level of achievement, including university supervisor evaluations, both formative and summative, and the professional portfolio—in other words, all documented performances and support material.

**Survey Completion Certificates**—Candidates are required to complete a number of surveys prior to exiting the program. Toward the end of the internship semester, you will receive via e-mail a link to complete each survey online. Once each survey has been completed, a screen will appear with a certificate of completion. Save this certificate to your computer. A simple way to do this is to go to the toolbar at the top of the screen and select file, then save page as. Type the name of the survey in the filename box and either of the web page options in the save as type box. EACH completion certificate must be uploaded to this page in Chalk and Wire and submitted for assessment so that university supervisors can verify the surveys are complete. Be sure the title on the certificate matches the survey title. **Ignore the pencil** next to the survey titles and click add content to upload the documents. A "1" on the rubric indicates one or more of the survey certificates is missing. Candidates must earn a "2" on this rubric before a course grade for the internship will be recorded.

<b>Criteria</b>	<b>1—Fail</b>	<b>2—Pass</b>
Survey Completion Certificates	One or more completion certificates is missing	All completion certificates have been submitted

**Overall Portfolio**—In addition to the assignments submitted throughout the internship, the portfolio is evaluated holistically at the end of the internship. To release the overall portfolio rubric to the University Supervisor, candidates will customize the portfolio home page by selecting an image and a quote that is representative of their internship experience. The image can be one of you and/or your students this semester, but it does not have to be. At the conclusion of your internship, return to the home page and hit the submit assessment link to release the final portfolio rubric to your university supervisor, which will be assessed using the following rubric.

<b>Criteria</b>	<b>1—Unsatisfactory</b>	<b>2—Basic</b>	<b>3--Proficient</b>
Daily Lesson Plans	Candidate provided little or no evidence to university supervisor throughout the internship of continual planning as approved by mentor teacher.	Candidate provided adequate evidence to university supervisor throughout the internship of continual planning as approved by mentor teacher.	Candidate provided thorough evidence to university supervisor throughout the internship of continual planning as approved by mentor teacher.
Integration of Technology into Instruction	Candidate did not submit evidence of technology integration for evaluation to the university supervisor.	Candidate submitted evidence of technology integration for evaluation to the university supervisor after the required deadline.	Candidate submitted evidence of technology integration for evaluation to the university supervisor by the required deadline.
Internship Journal	Candidate’s journal did not contain required elements AND/OR did not follow guidelines set for submitting journal entries to supervisor throughout the internship.	Candidate’s journal contains dated entries of his/her reflections on teaching and provides physical documentation of collaboration and/or communication with colleagues and parents. For most of the internship, candidate followed guidelines set for submitting journals.	Candidate’s journal contains dated, thoughtful, and detailed entries of his/her reflections on teaching and provides physical documentation of collaboration and/or communication with colleagues and parents. Candidate followed guidelines set for submitting journals throughout the entire internship
Internship Attendance	Candidate did not follow attendance guidelines.	N/A	Candidate followed ALL attendance guidelines.
Domain A Reflection	Candidate’s Domain A reflection does not represent appropriate depth of understanding of students’ background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials, and evaluation strategies in lesson planning. The essay does not connect these criteria to student learning.	Candidate’s Domain A reflection represents depth of understanding of students’ background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials, and evaluation strategies in lesson planning. The essay connects these criteria to student learning.	Candidate’s Domain A reflection is well prepared and demonstrates depth of understanding of students’ background knowledge and experiences, learning goals, connections between content of lessons, methods/activities/materials, and evaluation strategies in lesson planning. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.
Domain B Reflection	Candidate’s Domain B reflection does not represent appropriate understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay does not connect these criteria to student learning.	Candidate’s Domain B reflection represents depth of understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay connects these criteria to student learning.	Candidate’s Domain B reflection is well prepared and demonstrates depth of understanding of fairness, rapport, communicating challenging learning expectations, expectations for classroom behavior and respect for students, and establishing a physical environment that is safe and conducive to learning. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.

Domain C Reflection	Candidate's Domain C reflection does not represent appropriate understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay does not connect these criteria to student learning.	Candidate's Domain C reflection represents depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning.	Candidate's Domain C reflection is well prepared and demonstrates depth of understanding of making learning goals and procedures clear to students, conveying content in a manner that is comprehensible, extending students' thinking, monitoring students and providing feedback, using instructional time effectively, communicating clearly and accurately, integrating technology into instruction, and making an impact on student learning. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.
Domain D Reflection	Candidate's Domain D reflection does not represent appropriate understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay does not connect these criteria to student learning.	Candidate's Domain D reflection represents depth of understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning.	Candidate's Domain D reflection is well prepared and demonstrates depth of understanding regarding the importance of reflecting on teaching, taking responsibility for teaching all students (efficacy), building professional relationships, communicating with families and communities, maintaining accurate records, growing and developing professionally, and being professionally responsible. The essay connects these criteria to student learning. Reflections go beyond reporting information into careful synthesis of ideas supported with examples.
Ethics and Academic Honesty	Work submitted by the candidate contained plagiarism or other violations of academic integrity.	N/A	All work submitted by the candidate was his/her original work and in complete compliance with UCAs policy on academic misconduct.
Meets Deadlines	Candidate was not punctual with handing in assignments or meeting other expected deadlines.	Candidate was generally punctual with handing in assignments and meeting other expected deadlines.	Candidate was always punctual with handing in assignments and meeting other expected deadlines.

Candidates will receive an X grade if any of the required assignments are not submitted. Assignments submitted late, incomplete, and/or of poor quality will lower the final grade(s) for the internship. Candidates will be evaluated using the rubrics attached to the assignments in Chalk and Wire.

**Final grade for the class will be determined based on the following formula: The score on the Internship portfolio accounts for 10% of the Internship grade. Teaching Performance (includes summative TPOA and/or 3 observed lessons) accounts for 50% of the Internship grade. Assignments (unit plan, impact on learning, journals, daily plans, etc.) account for 40% of the Internship grade. An intern scoring a "1" on any element of the summative TPOA will receive a "D" or an "F" for the final internship grade.**

## Supervisor's Checklist

- \_\_\_\_\_ Meet with interns to discuss expectations and assignments on first meeting day. Monitor completion of Praxis pedagogy exams, incomplete coursework, etc.
  
- \_\_\_\_\_ Assess interns' portfolio work in Chalk and Wire as it is submitted. Provide feedback to interns on a regular basis.
  
- \_\_\_\_\_ Collaborate with the mentor teacher informally throughout the semester.
  
- \_\_\_\_\_ Complete mid-term TPOA and meet with the intern to discuss the evaluation. Submit mid-term evaluation to MAT office.
  
- \_\_\_\_\_ Complete three formal observations of interns and evaluate through rubrics on Chalk and Wire **as the observations are completed. Submit yellow copy of Formative Observation Form (Domains B and C) or notes from each observed lesson to MAT office.**
  
- \_\_\_\_\_ Before the last day of the internship, meet with the intern to discuss the final TPOA evaluation. Scores for final TPOA are recorded in Chalk and Wire.
  
- \_\_\_\_\_ Before assigning a final grade, check for deficiencies with MAT office.

**B. CATALOGUE DESCRIPTION:**

Internship is designed for candidates in the MAT (Master of Arts in Teaching). This course requires a semester of full-day participation in public school sites at grade levels appropriate to the desired licensure level. Candidates work under the supervision of public school and university professionals. For candidates currently teaching, the placement will be their classroom. For candidates without a teaching position, the placement will be made in the public schools by UCA. Prerequisite: All MAT coursework with a grade of “C” or better and admission to Internship.

**C. PURPOSE/RATIONALE:**

The purpose of Internship is to prepare candidates for successful teaching in public schools leading to completion of the induction phase for beginning teachers. In this final practical experience, all that has come before must be called forth and integrated into practice. This semester fosters the Conceptual Framework of the University of Central Arkansas’ Professional Education Unit, which is outlined below (E). This framework is based on the Pathwise Classroom Observation System, which is correlated to the Arkansas Principles for Licensure of Beginning Teachers. In addition, the internship aligns with the standards and expectations of the accrediting agencies, which govern individual disciplines, the standards set forth by the state of Arkansas for these disciplines, and the standards to which all programs accredited by NCATE must adhere. The rationale for the internship rests securely in the expectations of beginning teachers outlined by the state. Candidates must be able to translate what they have learned about their disciplines to public school students in coherent, effective learning experiences. To this end, candidates must use the knowledge of planning and organization taught in discipline-specific methods courses along with practical knowledge of classrooms and the students in them. Direct contact with students and mentor teachers allows candidates a firsthand understanding of the students they will teach and affords an opportunity to develop rapport with colleagues in a professional setting, an important part of appreciating team building and collaborative teaching. Thus, the internship is vital in preparing candidates for teaching and learning where theory and practice converge.

**D. REQUIRED TEXT:**

Students are required to have an active subscription to Chalk and Wire.

**E. UCA TEACHER PREPARATION PROGRAM SUMMARY AND GOALS:**

The University of Central Arkansas’s education programs establish and maintain rigorous standards for teacher candidates’ knowledge and performance to ensure that all students achieve state-adopted learner outcomes. Working from a solid content background, teacher candidates demonstrate proficient and flexible use of different ways of teaching to actively engage all students in learning. Teacher candidates are well versed in the characteristics of students of different ages, abilities and cultural backgrounds. They are skilled in integrating technology into instruction and creating an environment in which all students can be successful and want to learn. Teacher candidates know when and how to assess learning through various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with students, colleagues, parents/guardians, and community members. As professional educators, teacher candidates value collaboration and seek opportunities to work with other professionals and community members to improve the educational experiences for students. As such, the following goals are our main focus:

1. Teacher candidates design and organize instruction and assessment procedures for all students based on a thorough knowledge of subject matter, pedagogy, and students.
2. Teacher candidates use appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.
3. Teacher candidates demonstrate strong communication skills, employ effective teaching strategies and methodologies, integrate technology into instruction, and use a variety of assessment measures.

4. Teacher candidates reflect on their instruction and student learning to assess their effectiveness, engage in professional development, and demonstrate ethical conduct in working with all constituencies--students, colleagues, parents/guardians, and community members.

### **How does “Internship” address the PEU’s Conceptual Framework vision of preparing *Educators as Reflective Decision-Makers*?**

Internship calls upon the candidates to bring into practice all they have learned in their programs of study.

Candidates integrate knowledge of subject matter and pedagogy to provide meaningful learning experiences for K-12 students. In doing this, candidates must *reflect* on all they have learned to make *decisions* concerning planning strategies, teaching techniques and methodologies, formative and summative assessments, and creation of a positive learning environment. Candidates are required to keep a journal where they *reflect* on their teaching and their interactions with students. The culminating piece produced by candidates in Internship is an exit portfolio. This document requires candidates to *reflect* on their work throughout their program of study.

### **F. USE OF TECHNOLOGY:**

Candidates will be expected to incorporate computer technology in planning, teaching, and/or evaluating instruction in the public school classroom. Proficiencies in technology based on ITSE standards are evidenced by the inclusion of evidences in the exit portfolio. The technology and its incorporation will depend upon the particular internship setting.

### **G. DIVERSITY:**

A variety of materials and instructional strategies will be used to meet the needs of the different learning styles of diverse learners in the internship. Candidates will be provided opportunities through the internship to gain the knowledge, skills, and dispositions to provide effective instruction in diverse classrooms.

### **H. COURSE GOALS AND OBJECTIVES:**

The goals and objectives of the internship reflect the UCA Teacher Preparation Program goals, which are based upon the Pathwise Observation Model, a program developed and copyrighted by Educational Testing Service and adopted by the Arkansas Department of Education as the model for the teacher licensure system. Course goals and objectives are organized around the four goals of the Teacher Preparation Program. The particular internship setting and the needs of the learners in that setting will determine the emphasis on particular goals from the list below.

#### **Teacher Preparation Program Goal 1: Planning and Preparation (TPOA Domain A)**

Candidates will:

1. Demonstrate knowledge of students (age group, diversity, interests, heritage)
2. Select instructional goals appropriate for lessons and students
3. Demonstrate knowledge of content by designing coherent instruction including making connections between past, current, and future content
4. Demonstrate knowledge of pedagogy by using appropriate instructional, learning activities, materials, and resources
5. Assess student learning using appropriate methods for students and the goals of the lesson

#### **Teacher Preparation Program Goal 2: Classroom Environment (TPOA Domain B)**

Candidates will:

1. Create an environment that promotes fairness
2. Create an environment of respect and rapport
3. Communicate challenging learning expectations
4. Establish and maintain consistent standards of behavior
5. Organize physical space for maximum learning

#### **Teacher Preparation Program Goal 3: Instruction (TPOA Domain C)**

Candidates will:

1. Communicate learning goals and instructional procedures
2. Make content comprehensible to students (coherent structure, relevant to students)
3. Extend students' thinking
4. Monitor learning, provide feedback, and adjust learning activities
5. Use instructional time effectively
6. Communicate clearly and accurately in oral and written discourse
7. Integrate technology into instruction
8. Impact student learning as evidenced by formative and summative assessments

#### **Teacher Preparation Program Goal 4: Professional Responsibilities (TPOA Domain D)**

Candidates will:

1. Reflect on teaching
2. Demonstrate a sense of efficacy (assume responsibility for student learning)
3. Build professional relationships
4. Communicate with families
5. Maintain accurate records
6. Grow and develop professionally (service, memberships, use of research)
7. Demonstrate a professional demeanor (adhere to school policies, dress and behave in a professional manner)

#### **I. COURSE OUTLINE:**

Many activities listed in the outline overlap and continue throughout the placement. The outline is meant as a general guide, not as a hard-and-fast directive. The outline will be modified for candidates already working in a school setting.

#### **Weeks One–Four: Observation and Research of Students and Learning Environment**

- Class profiles of all classes
- Review of material related to students with special needs
- Consultation with counselors and other school professionals regarding students
- Examination of curriculum in the discipline and school
- Review of texts and other learning materials used in the classroom
- Developing rapport with cooperating teacher and colleagues
- Becoming familiar with school policies
- Understanding classroom protocols and rules
- Observation of cooperating teacher and other teachers in the discipline
- Becoming familiar with community and parental concerns
- Review of pertinent Arkansas Curriculum Frameworks and standards set forth in the discipline by professional organizations
- Becoming familiar with precedents established in the classroom concerning methods and teaching strategies
- Examination of lesson/unit plans devised by the cooperating teacher
- Developing familiarity with evaluation/assessment instruments
- Examination of grading scale and policies
- Teaching individual lessons (designed by teacher or intern)

#### **Weeks Five-Eight: Planning and Preparation**

- Writing goals and objectives for lessons/units of instruction based on knowledge of students
- Using content knowledge in designing instruction
- Selecting methods and student activities appropriate for learners and objectives
- Identification of appropriate resources for lesson/unit preparation
- Devising assessment measures appropriate for students and aligned with goals/objectives

- Writing of lessons/units of instruction connecting past, present, and future content
- Teaching of one or two classes through modeling and/or teaming with mentor teacher
- Collaboration with others in lesson/unit planning

### **Weeks Nine-Thirteen: Instruction (Teaching lessons/units designed in weeks five-eight)**

- Communicating learning goals and instructional procedures
- Making content comprehensible to students through multiple methods/strategies
- Challenging students to extend their thinking
- Monitoring classroom learning
- Providing feedback and altering learning activities for student learning
- Using instructional time effectively
- Communicating clearly and accurately in spoken and written discourse
- Employing technology
- Effective classroom persona/teacher presence
- Voice control/posture/gestures
- Student/teacher rapport
- Administering appropriate evaluation/assessment options, including diagnostic, formative, and summative evaluations
- Designing rubrics for evaluation of all assessment measures
- Responding to student work in constructive ways
- Determining grades based on evaluations
- Videotaping teaching episodes
- Reflection, note taking, revisions of lesson/unit plans
- Pathwise observations conducted by mentor teacher

### **Week Fourteen and Fifteen: Self-evaluation/Professional Growth**

- Evaluation of lessons/units in light of goals and objectives
- Self-evaluation of teaching performance
- Identification of successful/unsuccessful methodologies and strategies
- Revision of plans
- Reflection on practice
- Identification of gaps in experience, course work, knowledge
- Plans for bridging gaps/professional development
- Conferencing with mentors concerning professional growth
- Organization of materials from internship
- Demonstrate the impact on student learning

### **Week Sixteen: Portfolio Submission**

#### **Unit Plan/Impact on Student Learning**

Interns are required to design and teach at least one instructional unit with an assessment plan. The length of the unit may vary depending upon a number of factors; however, the plan should include a substantial number of consecutive instructional days, somewhere in the range of one or two weeks. The unit should be interns' original work, but it can include activities from a textbook and other resources. Units may be integrated, thematic, or topical depending upon the teaching situation. In addition to providing a rationale, lesson plans, and other miscellaneous components, a key element of this assignment is the collection of data to indicate interns' impact on student learning. Candidates will use technology to compile the data in a graphic format and write an analysis of their students' progress toward the stated goals of the unit. The unit and assessment plan will be assessed via Chalk and Wire once it has been submitted.

## **Seminars**

Candidates may be required to attend a number of seminars on topics determined by the MAT licensure program.

## **J. FIELD EXPERIENCE:**

The internship is field based.

## **K. COURSE OUTCOMES/EVALUATIONS:**

Candidates will receive an X grade if any of the required assignments are not submitted. Assignments submitted late, incomplete, and/or of poor quality will lower the final grade(s) for the internship. Candidates will be evaluated using the rubrics attached to the assignments in Chalk and Wire.

Final grade for the class will be determined based on the following formula: The score on the Internship portfolio accounts for 10% of the Internship grade. Teaching Performance (includes summative TPOA and/or 3 observed lessons) accounts for 50% of the Internship grade. Assignments (unit plan, impact on learning, journals, daily plans, etc.) account for 40% of the Internship grade. An intern scoring a “1” on any element of the summative TPOA will receive a “D” or an “F” for the final internship grade.

## **L. ATTENDANCE:**

In most cases, interns are employees of the district and will be required to follow the district’s attendance policy. The professional nature of the internship demands professional behavior in all matters, including punctuality and responsible attendance.

## **M. STUDENT HANDBOOK POLICIES:**

Candidates are expected to follow all policies regarding academic dishonesty, sexual harassment, and academic issues as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies included in the *Handbook*.

Plagiarism is the presentation of another person’s work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties—failure on the assignment or in the course. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 450-3135.

## **Student Academic Appeals: Grade Appeals**

The College of Education’s Student Academic Grade Appeal Policy offers additional guidelines from that outlined in the University of Central Arkansas Student Handbook. It specifically defines a timeline for the appeal process. A student who wishes to appeal the final grade in a course should follow the guidelines found in the College of Education Student Academic Grade Appeal Policy. This policy is located on the College of Education website: [www.uca.edu/coe](http://www.uca.edu/coe).

## **N. BIBLIOGRAPHY**

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Week	Assignment
Week 1	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit <b>Teacher Candidate Information Form</b></li> <li><input type="checkbox"/> Confirm date/time for Observation #1 with supervisor</li> <li><input type="checkbox"/> Register for Praxis II PLT/Pedagogy test (<a href="http://www.ets.org">www.ets.org</a>)</li> <li><input type="checkbox"/> Submit Authorization for Release of Confidential Information to ADE</li> </ul>
Week 2	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete and submit <b>Philosophy of Education</b></li> <li><input type="checkbox"/> Submit Journal Entry #1 (Include the date in the title for all journal entries; check with supervisor for topic and deadline info)</li> <li><input type="checkbox"/> Work on Guidance and Behavior Plan (due next week)</li> </ul>
Week 3	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit graduation application to Graduate School</li> <li><input type="checkbox"/> Submit <b>Class Profile and Lesson Plan</b> at least 48 hours prior to visit</li> <li><input type="checkbox"/> <b>Observation #1</b></li> <li><input type="checkbox"/> Submit <b>Reflection</b> for Observation #1 within 24 hours after visit</li> <li><input type="checkbox"/> Submit <b>Guidance and Behavior Plan</b></li> </ul>
Week 4	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Journal Entry #2 (Check with supervisor for topic)</li> <li><input type="checkbox"/> Submit <b>Professional Development Plan (Part I)</b></li> </ul>
Week 5	<ul style="list-style-type: none"> <li><input type="checkbox"/> Verify with MAT secretary (501-852-2963/<a href="mailto:laurak@uca.edu">laurak@uca.edu</a>) that file is complete</li> </ul>
Week 6	<ul style="list-style-type: none"> <li><input type="checkbox"/> Distribute to students permission to videotape form (if required by school)</li> <li><input type="checkbox"/> Submit Journal Entry #3 (Check with supervisor for topic)</li> </ul>
Week 7	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work on Unit Plan and Impact on Student Learning Project</li> </ul>
Week 8	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit <b>Class Profile and Lesson Plan</b> for videotaped observation</li> <li><input type="checkbox"/> <b>Observation #3</b> (Videotaped)</li> <li><input type="checkbox"/> Submit completed <b>Formative Observation Form and Lesson Scoring Rubric</b></li> <li><input type="checkbox"/> Submit <b>Reflection</b> for videotaped observation</li> </ul>
Week 9	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Journal Entry #4 (Focus: D3 – Professional Relationships)</li> <li><input type="checkbox"/> Finalize plans for Unit Plan/Impact on Student Learning Project</li> <li><input type="checkbox"/> Submit <b>Unit Plan</b> (Steps 1 – 8 of Unit Plan/Impact on Student Learning project)</li> </ul>
Week 10	<ul style="list-style-type: none"> <li><input type="checkbox"/> Unit Pre-Test for <b>Impact on Student Learning Project</b></li> <li><input type="checkbox"/> Confirm date/time for Observation #3 with supervisor</li> <li><input type="checkbox"/> Submit <b>Reflection on Guidance and Behavior Plan</b></li> </ul>
Week 11	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Journal Entry #5 (Focus: D4 – Communicating with Parents)</li> <li><input type="checkbox"/> Submit passing Praxis II PLT/Pedagogy scores to MAT office</li> <li><input type="checkbox"/> Submit <b>Professional Development Plan (Part II)</b></li> <li><input type="checkbox"/> Personalize Chalk and Wire homepage (include photos of you with students)</li> </ul>
Week 12	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Post-Test for <b>Impact on Student Learning Project</b></li> <li><input type="checkbox"/> Submit <b>Class Profile and Lesson Plan</b> at least 48 hours prior to visit</li> <li><input type="checkbox"/> <b>Observation #3</b></li> <li><input type="checkbox"/> Submit <b>Reflection</b> for Observation #3 within 24 hours after visit</li> </ul>
Week 13	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Journal Entry #6 (Check with supervisor for topic and deadline info)</li> <li><input type="checkbox"/> Analyze data from pre/post-test</li> <li><input type="checkbox"/> Submit <b>Impact on Student Learning Project</b> (Steps 9–10 of Unit Plan/Impact on Student Learning project)</li> </ul>
Week 14	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write and submit <b>reflective essays</b> – one for each domain</li> <li><input type="checkbox"/> Complete program surveys on-line (Check UCA e-mail for links.)</li> <li><input type="checkbox"/> Save and upload completed survey certificates to submit in Chalk and Wire</li> <li><input type="checkbox"/> <b>Verify that all components of portfolio are complete and Submit finished portfolio to university supervisor no later than READING DAY</b></li> </ul>

<b>MAT INTERNSHIP TASK COMPLETION CHART</b> <b style="color: red;">MISSING ASSIGNMENTS Result in "X" for Course Grade</b>		<b>Student:</b> <b>Supervisor:</b> <b>Semester/Year:</b>
Student Assignments	NOTES	
Candidate Information Form		
Philosophy		
Lesson 1 Class Profile/Lesson Plan		
Lesson 1 Reflection		
Lesson 2 Class Profile/Lesson Plan		
Lesson 2 Reflection		
Lesson 2 Video Self-Scoring		
Lesson 3 Class Profile/Lesson Plan		
Lesson 3 Reflection		
Unit Plan		
Impact on Student Learning (Any "1" requires revision)		
Guidance and Behavior Plan – Part I		
Guidance and Behavior Plan Reflection		
Professional Development Plan – Part I		
Professional Development Plan – Part II		
Survey Completion Certificates		
Domain A Reflection (Releases TPOA Domain A)		
Domain B Reflection (Releases TPOA Domain B)		
Domain C Reflection (Releases TPOA Domain C)		
Domain D Reflection (Releases TPOA Domain D)		
Upload and submit picture/quote on home page (Overall Portfolio)		
<b>Assessed by supervisor in final portfolio rubric after Overall Portfolio is submitted</b>		
Daily Lesson Plans		
Integration of Technology		
Internship Journal		
Attendance		
Ethics and Academic Honesty		
Meets Deadlines		
Domains A,B,C,D, Reflections		
<b>University Supervisor tasks</b> <b style="color: red;">(All Scoring Completed in Chalk and Wire by Tuesday of Finals Week)</b>		
Initial meeting with students		
Assess all assignments throughout semester listed under "Student Tasks"		
Three formal observations (minimum—one is videotaped)		
Final TPOA – (in Chalk and Wire) Rubrics released with each Domain Reflection submission <span style="color: red;">(Any "1" results in course grade of "D" or "F")</span>		
Assign Final Grade <span style="color: red;">(Overall Portfolio = 10%; TPOA "and" 4 observed lessons = 50%; Assignments = 40%)</span>		