

**Course Designator and Title:** *EDCO 401. Internship I: Understanding Contextual Factors*  
**Spring/** [redacted]

<b>Instructor</b>	[redacted]
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**Credit Hours:** 1

**This course requires participation in a pre- and post-semester orientation that follows the school district calendar. Contact the course instructor for specific requirements.**

**Course Description:** Field-based internship in which teacher candidates investigate the learning-teaching context of the internship classroom and individual learner characteristics. The primary focus of the course is on applying core content and classroom experiences from previous semesters to the learners in the internship classroom in order to design significant, challenging, and appropriate unit goals, instruction, and assessments.

**Prerequisite:** Admission to Teacher Education Program; FERPA Training

**Co-Requisite:** Program area field-based course

**The Education Core**

The Winthrop Teacher Education Program is a developmental and clinically-based program that provides teacher candidates with opportunities to construct knowledge and develop skills through course work that is integrally linked to practical experiences in schools. Candidates learn by doing under the tutelage of expert mentor teachers and supportive university instructors and supervisors. The core courses require candidates to learn about and work with learners with diverse backgrounds and needs, including but not limited to, learners with special needs, English language learners, learners identified as gifted, and learners living in poverty. Pedagogical focus is on assessment, classroom management and the learning environment, technology, and professional learning and ethical practice. Together with content area courses, the array of experiences in schools and well-sequenced, coordinated content in the education core provides candidates in all teacher education fields the opportunity to develop the knowledge, skills, and dispositions needed for success as a teacher in 21<sup>st</sup> century schools.

**Description of Clinical Component of this Core Course**

Number of hours in school setting: Program Area: [redacted]      Approx. number of hours: [redacted]

Field-performance expectations: Teacher candidates use the internship setting to collect and analyze contextual information and consider implications for teaching and learning. In collaboration with other school professionals such as the classroom mentor teacher, candidates develop short and long-range plans that meet curriculum goals and standards and reflect the developmental needs of learners.

Supervision of field performance: Mentor teacher and university supervisor

**Description of Course in Relation to Education Core**

Candidates utilize skills developed throughout the Education Core to gather information through observation, document analysis, and work with learners. Information is used to understand the contextual factors of the internship classroom and construct short and long-range planning strategies learned in EDCO 200 and STAR rotation courses to meet specific learner needs. Experiences from EDCO 305 and EDCO 350 will support candidate construction of an inclusive environment.

**Course Goals, Learning Outcomes, and Assessments**

<i>Unit Standards/Elements</i>	<i>Student Learning Outcomes</i>	<i>Key Assessment</i>
<b>CG1. Demonstrate knowledge and skill in observation, data collection, and analysis of the internship classroom, school, and community to support long- and short-range planning.</b>		
US1. Diverse Needs of Learners E2. The teacher candidate analyzes relevant motivational and contextual factors that influence learning to meet the needs of all learners.	SLO1.1 Uses contextual factors to develop long-range goals and to guide instructional planning.	Internship I Evaluation
US5. Instruction and Learner Engagement E1. The teacher candidate utilizes knowledge of pedagogical content and developmental science domains to plan and implement learner-centered lessons aligned with curriculum goals and standards.	SLO1.2 Establishes appropriate standards based long-range learning and developmental goals.	Internship I Evaluation
	SLO1.3 Identifies and sequences instructional units that will lead to the meeting of learning and developmental long-range goals.	Internship I Evaluation
	SLO1.6 Creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.	Internship I Evaluation
<b>CG2. Use data gathered about individual learner background and instructional needs to plan and implement effective teaching strategies.</b>		
US4. Assessment E1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals.	SLO1.7 Designs, selects, or modifies meaningful assessments that are aligned with lesson objectives.	Internship I Evaluation
US4. Assessment E2. The teacher candidate uses data from a variety of formative, diagnostic, and	SLO1.5. Plans strategies for tracking student progress and communicating results that reflect student achievement.	Internship I Evaluation

summative assessments to guide instruction, determine impact on learning, differentiate instruction, and accommodate diverse learners.	SLO2.4 Measures student mastery of learning by using assessment strategies with established performance criteria	Internship I Evaluation
	SLO1.8 Uses data from formative, diagnostic, and summative assessments to guide instructional planning.	Internship I Evaluation
US4. Assessment E3. The teacher candidate effectively and ethically communicates assessment information to learners, parents, guardians, colleagues, and administrators.	SLO2.5 Provides specific and timely instructional feedback to students pertaining to stated outcomes.	Internship I Evaluation
US1. Diverse Needs of Learners E3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs.	SLO1.9 Plans differentiated instruction to address diverse learning needs.	Internship I Evaluation
	SLO 2.2 Differentiates instruction to meet the needs of diverse learners.	
US5. Instruction and Learner Engagement E4. The teacher candidate plans and implements instruction that allows learners to reflect on prior content knowledge, link new concepts to familiar concepts and experiences, and use academic language to express content understanding.	SLO2.1 Effectively communicates appropriately challenging expectations to learners.	Internship I Evaluation
	SLO2.3 Demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.	Internship I Evaluation
US5. Instruction and Learner Engagement E1. The teacher candidate utilizes knowledge of pedagogical content and developmental science domains to plan and implement learner-centered lessons aligned with curriculum goals and standards.	SLO2.7 Implements strategies that address the needs of learners from diverse cultural and/or linguistic backgrounds.	Internship I Evaluation
<b>CG3. Maintain a positive classroom and school climate.</b>		
US2. Learning Environment E1. The teacher candidate identifies factors that promote a positive, safe, and caring environment.	SLO1.4 Develops a plan for proactive classroom management that promotes positive behaviors and maximizes instructional time.	Internship I Evaluation
	SLO3.1 Maintains a physically safe educational environment that is conducive to learning.	Internship I Evaluation

<p>US2. Learning Environment E2. The teacher candidate develops and implements a proactive classroom management plan that promotes positive behaviors, active engagement, and respect for individual differences.</p>	SLO3.2 Maintains a caring, fair, and inclusive educational environment.	Internship I Evaluation
	SLO2.6 Uses appropriate voice tone and pacing to manage instruction/environment effectively	Internship I Evaluation
	SLO3.4 Manages instructional routines and transitions between activities or classes in an efficient and orderly manner.	Internship I Evaluation
<p>US2. Learning Environment E3. The teacher candidate promotes positive social interaction and a sense of community in the learning environment.</p>	SLO3.3 Creates environments that promote positive social interaction and collaboration in the learning environment.	Internship I Evaluation
<b>CG4. Engage as a member of a professional learning community.</b>		
<p>US5. Instruction and Learner Engagement E4. The teacher candidate plans and implements models of collaboration (with colleagues, parents and/or guardians) and co-teaching to support learning.</p>	SLO4.1 Effectively co-teaches with the mentor teacher.	Internship I Evaluation
	SLO4.2 Establishes professional relationships with school personnel and students.	Internship I Evaluation
<p>US7. Professional Learning and Ethical Practice E1. The teacher candidate engages in professional learning opportunities and draws upon current education research and policy to reflect upon and improve practice.</p>	SLO4.7 Is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.	Internship I Evaluation
	SLO4.8 Uses self-reflection to evaluate and improve professional practice.	Internship I Evaluation
<b>CG5. Fulfill the responsibilities of the profession.</b>		
<p>US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold the rights and responsibilities of teachers and learners.</p>	SLO4.3 Demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English	Internship I Evaluation
	SLO4.4 Demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.	Internship I Evaluation
	SLO4.5 Adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children.	Internship I Evaluation

	SLO4.6. Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).	Internship I Evaluation
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In addition to the college and program specific outcomes above, the following links between ULCs and Unit Standards are also evident in the course design.

*ULC2: Winthrop graduates are personally and socially responsible.*

- US1.E3
- US2.E3
- US4.E2
- US5.E4

## Course Requirements

### Required and Optional Texts:

- ***Developing Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the Year-Long Internship*** (available on-line at <https://www.winthrop.edu/coe/rex/handbooks-and-forms.aspx>)
- **SLL** account (available for purchase on-line or at the Winthrop Bookstore)
- **Reading List:** not applicable to the field experience
- **Initial Teacher Preparation Unit Standards Framework:** In initial teacher preparation at Winthrop University, teacher education candidates must demonstrate knowledge, skills, and dispositions that enable them to address the needs of a diverse group of learners. Interns must provide evidence that their teaching results in learning for all students. To this end, interns will reflect on objectives of lessons, develop appropriate lesson plans to address learner needs and analyze their students' work samples to plan for future learning. In addition, interns demonstrate progressing skills in the areas of learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. Further information about the Initial Teacher Preparation Unit Standards is available at the following web address: <https://www.winthrop.edu/coe/conceptual-frameworks-and-dispositions.aspx>

**Assignments:** Please see the internship handbook, *Developing Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the Year-Long Internship*, to find a description of the intern's responsibilities. Interns should follow all safety protocols and procedures of their host school/district, including the district's technology policies regarding acceptable use and security.

Teacher Candidates in the year-long internship should initially use their content area specific templates when lesson planning. The supervisor and mentor teacher will determine if and/or when a candidate is ready to be released to a modified version of planning that is required by the host school/district.

Program area specific templates should always be used when planning for any announced observation (supervisor, mentor, and/or site-based observer).

Lesson plans should be submitted at least two school days prior to teaching (unless otherwise authorized by the mentor teacher and the university supervisor) so plans may be discussed and modified, if needed. If lesson plans are submitted late, the mentor teacher and/or university supervisor may decide not to allow the intern to teach, thus jeopardizing the success of the internship. Lesson plans should be available either in hardcopy or electronically for supervisor and mentor review at all times. If sharing electronically, the intern will share them through Google Drive, Dropbox, OneDrive, or any other options that work for the supervisor and mentor.

The university supervisor will complete, at least, two summative observations of lessons taught by the Internship I teacher candidate (one before midterm and one after midterm), the mentor teacher will complete four formative observations (two before midterm and two after midterm) and a site-based observer will complete two observations (one before midterm and one after midterm). Certain programs may have additional program-specific requirements.

Classroom observations are to be conducted in person if the intern is interning in a face-to-face classroom experience. If supervisors need additional observational data, they may view and evaluate video of lessons taught by the candidate. Midterm and final summative conferences are to be conducted in person.

Pre-observation and post-observation conferences may be conducted in person and/or virtually.

Successful completion of EDCO 401 requires achieving the acceptable level on all domains of the Internship I final evaluation.

**Grading System:** Students are evaluated using Internship 1 Midterm and Final Evaluation Reports. Results are conveyed to students during midterm and final evaluation conferences with the university supervisor and mentor teacher. Copies of the Internship 1 Midterm and Final Evaluation Reports are located on Office of Field and Clinical Experiences website:

<https://www.winthrop.edu/coe/rex/handbooks-and-forms.aspx>. Students receive a grade of Satisfactory (S) or Unsatisfactory (U) for the Internship I experience.

**Class Attendance Policy:** The attendance policy is described on page 21-22 of the handbook, *Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the Year-Long Internship* (available on the Office of Field and Clinical Experiences website). We expect teacher candidates not to miss any days from the internship, however, it is understood that extenuating circumstances may arise that prohibit the teacher candidate from participating on scheduled days in the field (example: COVID-19, flu, etc.). In the event of an extenuating circumstance, the teacher candidate communicates with the supervisor, who will decide on a case-by-case basis how the intern will make up the time missed in the field.

#### **COVID-19 Statement:**

The health and safety of the campus community is Winthrop's top priority. As socially responsible members of this community, everyone is expected to engage in daily health self-monitoring and to stay home (residence hall or off-campus housing) from on-campus class, work, or activities if they begin experiencing any COVID-related symptoms. Please do not attend class if you have a fever or any signs of the COVID virus, do not attend class if your roommate or someone you have close contact with acquires the virus, and be respectful of others' desire to remain COVID-free. Masking on campus remains optional but strongly encouraged, especially in indoor settings around others. Use the Patient Portal COVID-19 form to report illness or exposure and upload the positive test, if relevant. Students who violate WU guidelines will be asked to comply. Continued failure to comply may result in referral to the Dean of Students Office as a student conduct violation.

#### **COVID-Related Absence**

Students should contact Health Services regarding a positive test, close contact, or enhanced COVID-like symptoms. Any student who has either tested positive, has COVID-like symptoms, or has close contact with someone who has COVID, must contact Health Services. Students should log in to the [Patient Portal](#) to complete a C19 form and upload the positive test, if relevant. Health Services will communicate with the student on what steps to take next, and if need be, the Dean of Students Office will receive absence verification for required isolation and quarantine. Students who verify their absences through the Dean of Students Office often minimize any academic impact caused by missed class time. Students retain a responsibility to communicate with instructors regarding missed work, and complete assignments in a timely manner as they are able. Regular communication with faculty is expected so that student progress in the course is not negatively impacted. Health Services will only provide dates of absence, not medical information. Please note, residential students who test positive must follow their personal COVID Quarantine and Isolation Plan.

In person classes generally will not have a remote option; students should not expect to have remote access to the class lecture or discussion, even in the case of absence.

**Accessibility Policy:** Winthrop University is dedicated to providing equal educational opportunities for all students. Interns with diagnosed disabilities who seek reasonable accommodations must notify the

Office of Accessibility at 803/323.3290. Teacher candidates with disabilities should note that the internship may necessitate consideration of worksite accommodations that differ from those used in a typical university classroom setting. Under the Americans with Disabilities Act, reasonable accommodation is a change in the work environment or in the way the job is usually done that enables a person with a disability to perform the job effectively. Interns with disabilities must meet the requirements of the internship experience and exhibit adequate performance. Thus, student interns with disabilities should understand their accommodation needs in relation to the expectations of their teaching internship. Teacher candidates with disabilities who are participating in internship should discuss potential needs and concerns with the Office of Accessibility.

**Final Exam Date and Time:** The final assessment is the Internship I Final Evaluation Report. The Final Evaluation Report, along with supporting documentation, is due in Via by the course instructor on or before the date set by the Director of the Office of Field and Clinical Experiences. ( \_\_\_\_ / \_\_\_\_ )

**Student Code of Conduct:** As noted in the Student Conduct Code, "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online at <https://www.winthrop.edu/uploadedFiles/studentconduct/StudentConductCode.pdf> .

**Syllabus Change Policy:** The syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.

**Tentative Course Calendar:** Provided by the individual university supervisor.



### Tentative Schedule and Important Dates for Internship I

*Dates are subject to change.*

*University supervisors will set assignment due dates and time for evaluation conferences.*

<b>Spring, 2023</b>	<b>Internship I</b>
Week of January 3	<ul style="list-style-type: none"> <li>• Report to assigned school when your mentor teacher returns from winter holidays; <b>interns engage all day, every day until Winthrop classes begin</b></li> <li>• Attend introductory meeting with mentor teacher and university supervisor (supervisor will schedule this meeting)</li> </ul>
Friday, January 6	<ul style="list-style-type: none"> <li>• <b>Deadline for completing the EEDA, BBP, and FERPA on-line modules, through Blackboard</b></li> </ul>
Monday, January 9	<ul style="list-style-type: none"> <li>• <i>Winthrop University classes begin at 8:00 am – begin reporting to your host school on a modified calendar schedule – refer to your program area for specific days, each week, in your host school.</i></li> </ul>
Thursday, February 16- Wednesday, February 22	Midterm evaluation conferences to be held
Thursday, February 23	Internship I midterm evaluation grades due on Wingspan by 5:00 pm by university supervisor
Monday, February 27	<b>Internship I Midterm Evaluation</b> scanned and uploaded to SLL and rubric completed by supervisor on SLL
Monday, March 13 – Friday, March 17	Winthrop University's spring break – <b>Your program area will determine days this week that you are to be in your internship placement.</b>
Thursday, April 13 – Thursday, April 20	Final evaluation conferences to be held for Internship I candidates
Monday, April 24	Last day in the schools for your internship
Tuesday, April 25	Study Day - no classes, no internship
Wednesday, April 26- Tuesday, May 2	Final Exams – interns are not required to go to host school
Friday, May 5	Internship I final evaluation grades due on Wingspan by 5:00 pm by university supervisor
Friday, May 5	<b>Internship I Final Evaluation</b> scanned and uploaded to SLL and rubric completed by supervisor on SLL