**EDN 411 Internship (K-6)**

***“Good teaching is like a good conversation.” Dr. Marie Clay***

*EDN 411* This course is a full-time internship within an elementary setting. Students engage in a variety of supervised instructional activities, assuming an increasing amount of responsibility for all phases of classroom instruction. Successful completion of the internship leads to initial teacher licensure.

*Dear Student Interns, Spring 2021*

Your internship is a special time. You will get to try out the strategies and skills you’ve learned with the support of a team that has your best interest at heart. I am delighted to be working with you this particular semester…As we all know, this school year is greatly impacted by Covid-19 health concerns. You will get an authentic perspective of the multi-faceted roles of a teacher. You will get to see first-hand how teachers work together to support each other. You will get insight into families and communities in ways that are important to meet their needs. Please see this as an opportunity to see the best of teachers and schools as community resources. You will finish this semester having had a unique experience that will add to the repertoire of teaching methods and experiences you’ll need to carry your further.

Contact me with any questions or concerns, 8:00 AM-9:00 PM. Email, text or phone will work. We can also set up ZOOM meetings as needed. We will also have a weekly check-in and I’ll be talking to your partnership teacher as well. Together we will be a team.

Thank you,

Dr. Kathy R. Fox

**910-431-0556 or** [**foxk@uncw.edu**](mailto:foxk@uncw.edu)

**EDN 411 ASSIGNMENTS AND GRADING**

**Full-time Teaching**

Interns must assume full responsibility for all instructional and non-instructional duties in their assigned classroom for as many days as possible. In the event that an intern misses a day, the intern is responsible for making sure that lesson plans and teaching materials are in the classroom. The intern must also call the partnership teacher and the university supervisor no later than one hour prior to the start of the school day.

**Coaching Plans**

Participate in the coaching process on a regular basis as a tool for monitoring professional growth. Active participation includes the willingness and initiative to identify coaching areas, determine potential data collection strategies, and regularly monitor your progress. The coaching plan both guides you in establishing growth goals and identifies evidence that assists in monitoring progress. Review your current coaching plan weekly to update and revise. Coaching plans will be submitted using *Qualtrics*. Please send your coaching plan to me when you first create the plan, by forwarding the email confirmation that you receive from *Qualtrics*. You will need to write and implement ongoing coaching plans, at least 5, based on your particular areas for growth. File copies of your completed coaching plans in your notebook

**Formal Lesson Plans, Observations, and Weekly Lesson Plans**

I will be observing at least 3 of your lessons virtually. Video tape your lesson, which may be whole group or small group. Make sure the camera includes you actively teaching. It should also include children at various stages of the lesson, but the focus is on your actions. You are responsible for making sure your video will allow me to open and view your lesson. Write lesson plans that are detailed and complete. Use the edTPA template for your three formal observations, found in Taskstream under UNCW Elementary Lesson Plan Template. It is also available as a Word Document in our EDN 411 course in Canvas. Submit your lesson plan to your teacher for approval before submitting it to me in Taskstream. Request comments. This approval process between you, the participating teacher and me should be as least 3 school days before your formal virtual observation. Each formal observation will be followed by a conference with your partnership teacher and a formal written evaluation according to the *CPAST evaluation criteria.*

We will set up a Zoom conference with you, your partnership teacher, and me to be held within 48 hours of me receiving the lesson. The purpose of this conference is for you to reflect on your teaching with us and receive constructive feedback.

This first week you are teaching a new subject area, weekly lesson plans need to be detailed enough so that if a substitute comes in to teach, they will be able to follow your plans. When possible, use the edTPA lesson plan template. Weekly lesson plans should be approved by your partnership teacher and submitted to me by Friday of the week prior to the week you will be teaching. After you have taught each subject area for one week, you may write abbreviated lesson plans using a format approved by your teacher (Planbook.com, Google Docs, etc.).

**edTPA Portfolio (Elementary Literacy)**

Before reading this summary:

1) Please access: <https://uncw.edu/ed/edtpa/> for all available information. Click on “Support for Students.”

2) Read the *entire* edTPA Elementary Literacy Handbook, including directions, glossary, and all scoring rubrics.

**Summary:**

**Task 1: Literacy Planning (Planning for Literacy Instruction and Assessment)**

A) Develop a 3-5 lesson plan *learning segment* (mini-unit). Use edTPA lesson plan format. Needs to be literacy-based and include one *language function* (e.g. analyze, explain, summarize), vocabulary learning, and other *language demands* (e.g. grammar, text structure). Lesson plans must be written in enough detail that they could be implemented by another teacher (4 pages max each). Include copies of all required materials and assessments.

B) Complete the Elementary Context for Learning Information. Use the template included in the handbook on which you will provide essential demographic information (3 page max).

C) Complete the Literacy Planning Commentary. Do this after completing your lesson plans, but beforeteaching. Use the template included in the handbook and respond to all prompts (9 page max).

**Task 2: Literacy Instruction (Instructing and Engaging in Literacy Learning)**

A) Teach your *learning segment* and videotape it. All students in the video must have consent forms available on the UNCW edTPA website.

B) Select two unedited video clips (between 3 and 10 minutes each). Please see all directions for video within the handbook.

-Clip 1 should show how you actively engage students while modeling the *essential literacy strategy*.

-Clip 2 should show you supporting your students as they practice and apply the *essential literacy strategy*.

C) Complete the Literacy Instruction Commentary. Use the template included in the handbook and respond to all prompts (6 page max). This commentary can only refer to what is in the video clips (you may attach additional information such as copies of a worksheet that was completed but cannot be seen clearly).

**Task 3: Literacy Assessment (Assessing Students’ Literacy Learning) **

A) Select one assessment from your *learning segment* and select 3 students’ work samples with feedback. At least one of these students must be a student with *specific learning needs* (IEP, 504, ESL, etc.). This must be an individual assignment. You will use this to evaluate your students’ learning of the *essential literacy strategy* and other related skills. These work samples should include your feedback (if feedback is not included on the work samples, you may submit video clips of the oral feedback you provided).

B) Clearly identify and submit the evaluation criteria for the chosen assessment.

C) Complete the Literacy Assessment Commentary. Do this after you have analyzed student work. Use the template included in the handbook and respond to all prompts (10 page max).

**Professional Development Log and Reflection-Assurance #2 in your Portfolio**

At the beginning of the internship, meet with the Principal/Assistant Principal or Site Coordinator at the school to access and read the School Improvement Plan and discuss the focus of professional development for the semester.

-During the internship, attend all meetings and workshops related to the target actions. Keep a log of meetings/workshops/in-service professional development, and informal discussions attended.

-List any resources shared with you and /or resources you provided to other teachers.

-List ways that you worked collaboratively with families, and significant other adults important in the lives of the students. For example, parent/guardian letters, student communication folders, parent/guardian conferences, and teacher web pages.

-Write a final two paged reflection on the activities you were involved in related to the plan both inside and outside the classroom, and how the activities had an impact on the identified target within the School Improvement Plan. Ask an outside editor to read your paper before submitting.

-Detail any other activities/ resources you think you could have provided to assist in the plan and action.

**Notebook**

Organize an electronic professional notebook that will be available at any time for review by your partnership teacher and/or university supervisor. Its contents serve as a communication vehicle. It may include the following sections tabbed for easy reference. This will be determined by you and your partnership teacher as to what works best for your particular situation:

**-Class schedule (update as needed)**

**-Internship syllabus and schedule of important due dates**

**-Lesson plans, unit plan**

**-Coaching plans (minimum of 5)**

**-Feedback/evaluations from partnership teacher and university supervisor**

**-Professional development log**

**-All Lesson Ideas and Activities**

**-Student Data**

**-Parent Contact Log**

**-Communication Journal**

**Professionalism**

Interns are required to demonstrate professionalism in all of their interactions during the practicum semester. Interns are guests in schools and are expected to conduct themselves as teachers and role models. To fulfill these expectations, whether in face to face or remote learning interactions, interns must:

a. Demonstrate positive, productive, and professional attitudes and behaviors when interacting with

teachers, students, parents, administrators, and university personnel. Careful attention should be given to discretion and confidentiality in conversations within the school and in the community.

b. Be receptive to feedback and committed to continuous improvement as a professional educator.

c. Be prompt and consistent in attendance. Interns must be at their school sites for the hours typically maintained by their partnership teachers – often one hour before the beginning of school and arrival of students, and typically at least one hour after school. Interns must arrange childcare and other responsibilities accordingly. (Child care coverage beginning at 7am to 5pm is strongly recommended.) An intern who has 3 or more absences/late arrivals may have his/her time in the practicum site extended in order to meet performance competencies, may receive an Incomplete, or may be withdrawn from the internship.

d. Be willing to accept and fulfill all instructional and non-instructional duties of a teacher.

e. Dress in a professional manner every day unless special attire is warranted due to an activity (e.g., field day). Interns must wear clothes and accessories appropriate for the role of teacher. Piercings, nose rings, etc. (except limited ear piercings) must be removed during the school day. Failure to comply with these expectations will result in removal from the placement site. The following attire is NOT acceptable: Jeans, shorts, t-shirts, tank tops or spaghetti straps not covered by an outer garment, overly short skirts, flip flops or tennis shoes, exposed midriffs, exposed cleavage, any attire that is excessively tight, revealing, obscene or disruptive to the learning environment, any clothing that promotes alcohol, tobacco and controlled substances or displays profanity or sexual words and symbols, nose-rings, lip-rings, face-rings, tongue-rings or excessive earrings, exposed tattoos

f. Refrain from online activities inappropriate for education professionals.

g. Cell phones should be muted and stored during instructional and non-instructional duty times.

Texting during instructional time is not acceptable. This includes virtual lessons and meetings.

h. Be aware of allergies and sensitivities to perfume, colognes and cigarette smoke.

**Weekly Check-ins**

Throughout the semester I check in with you and your Partnership Teacher to see how things are going. You can also contact me as needed by email, Canvas email or cell phone. We can set up individual Zoom meetings upon request. I am available on weekends and evenings until 9:00 by phone but you can text me later and I will respond the next morning if needed. I will contact each of you within the first week of the semester to learn your best contact, times and format as well.

**Communication**

Initiate a system for maintaining ongoing communicating with your Partnership Teacher. Provide your Partnership Teacher and University Supervisor with contact information ASAP. A communication journal works well for documenting conversations or asking questions. Check UNCW email daily and respond to all internship communication promptly. Respond to weekly check-ins in PENZU dialogic journal (described above) from Dr. Fox.

**ASSESSMENT AND GRADING**

The Candidate Preservice Assessment for Student Teachers (CPAST) ratings will be computed at midterm and final. In alignment with the Certification of Teaching Capacity, faculty will use the grading scale below to determine a final grade for the internship semester.

Within the MET range, the grading scale is:

**A grade of A is earned:**

* If the CPAST assessment provides evidence of strength in performance and understanding of teaching and learning;
* If the intern has shown professional growth using the CPAST indicators and midterm goals as a guide;
* If the intern completed all internship requirements per program area; and,
* If intern remained engaged in assignments to support their continued development, including online learning and teaching, as applicable.

**A grade of B is earned:**

* If the CPAST assessment provides evidence of developing strength in performance and understanding of teaching and learning;
* If the intern has shown professional growth using the CPAST indicators and midterm goals as a guide;
* If the intern completed most internship requirements per program area; and,
* If intern remained mostly engaged in assignments to support their continued development, including online learning and teaching, as applicable.

**A grade of C is earned:**

* If the CPAST assessment provides evidence of emerging strength in performance and understanding of teaching and learning;
* If the intern has shown professional growth using the CPAST indicators and midterm goals as a guide;
* If the intern completed some internship requirements per program area; and,
* If intern remained somewhat engaged in assignments to support their continued development, including online learning and teaching, as applicable.

**Within the NOT MET range, the grading scale is:**

A grade of D is earned if the student has completed student teaching and has not earned a grade of A, B, or C. A grade of D is not acceptable for recommendation by UNCW for initial licensure. The teacher interns will not be recommended for licensure if any of the areas of the Certification of Teaching Capacity are **NOT MET.**

A grade of W/WF is assigned if the student is withdrawn from the internship during the semester because students cease to learn or relationships are impaired.

Undergraduate and Graduate grades are assigned in accordance with university grading policy. University supervisors issue the final grade of the internship and submit all required documents.

**Submitting assignments in Taskstream:**

**1 - edTPA Portfolio**

Task 1, Task 2, Task 3

**2 - Assurances Portfolio**

Assurance 1 – Certificate of Teaching Capacity **(upload as one pdf file)**

Assurance 2 – Professional Development Log and Reflection

Assurance 3 – Video permission forms from students (**upload as one pdf file**)

Assurance 4- Videotapes of your 3 formal observations

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| **Intern Pacing Schedule, Meetings, Due Dates** | |
| Suggested for Week of: | Expected Role, Meetings, Due Dates |
| Week(s) of January 13-24 | Thursday, January 14, 9:00-3:00 Opening Session via ZOOM  Introduction to Internship, edTPA Big Picture Overview  Meet individually with Dr. Fox (TBD) between January 21-29, 2021 via ZOOM  First Dialogic Journal using Penzu due in Canvas 1/24/2021, 5:00 PM |
| Week of January 25-January 31 | Observing and assisting in the classroom this week  Dialogic Journal using Penzu due in Canvas 1/31/2021, 5:00 PM and each Sunday afterwards |
| Week of February 1-7 | Begin planning for 1st subject—typically English Language Arts  Working with your partnership teacher, gather information on the School Improvement Plan  Set up your Professional Development Log  Discuss with PT and write Coaching Plan #1 by Friday, 2/5/21. Submit in Qualtrics. |
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| Week of February 8-14 | 2/11/21(Thurs.) via Zoom edTPA Task 1 Session all day  Begin writing lesson plans  Submit draft of your lesson plan to PT and make revisions after receiving feedback.  Resubmit to your PT for final approval |
| Week of February 15-21 | Write a detailed lesson plan for your 1st virtual formal observation. Submit your plan to PT for feedback and revision.  Submit approved lesson plan in Taskstream at least 3 school days prior to your observation and request comments from Dr. Fox  Implement lesson for 1st Virtual observation by Dr. Fox  Assist to set up follow-up conference with Dr. Fox and PT. Besides post-lesson conference, be prepared to share CPAST Self-Assessment form  Begin teaching your first subject for 5 consecutive days  \*Begin writing lesson plans for your 2nd subject.  Give your PT a draft of your lesson plans  Make revisions after receiving feedback.  Give your teacher your final detailed lesson plans for approval  Complete Coaching Plan # 1. Submit in Qualtrics  Discuss with PT and write Coaching Plan #2. Submit in Qualtrics. |
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| Week of February 22-28 | 2/22/21 4:00 POD Meeting with Mrs. Weppler  Begin teaching your 2nd subject for 5 consecutive days  Begin writing lesson plans for your 3rd subject  Give your teacher a draft of your lesson plans  Make revisions after receiving feedback and get final approval from PT |
| Week of March 1-7 | Begin teaching your 3rd subject for 5 consecutive days  Begin writing lesson plans for your 4th subject.  Give your teacher a draft of your lesson plans template. Make revisions as needed.  And submit to PT for approval.  Complete Coaching Plan #2 by 3/2/21. Submit in Qualtrics.  Discuss with PT and write Coaching Plan #3. Submit in Qualtrics  3/3/21 edTPA Support and Submission Session via ZOOM all day  3/5/21 NHC Designated Teacher Workday |
| Week of March 8-14 | Meet with PT and begin writing lesson plans for next week.  Write a detailed lesson plan for your 2nd formal observation by Dr. Fox (during following week). Ask your teacher to approve your lesson plan. Submit your lesson plan in Taskstream at least 3 school days prior to your observation and request comments from Dr. Fox.  Begin teaching your 4th subject.  Type a weekly overview of your lesson plans using a format approved by your PT. Submit to your PT for review and approval.  Complete and submit Coaching Plan #3 in Qualtrics  Discuss with PT and write Coaching Plan #4. Submit in Qualtrics. |
| Week of March 22-28 | 2nd virtual observation by Dr. Fox and follow up conference using the CPAST observation forms.  Mid-semester CPAST meeting and assessment via Zoom  PT, Intern, and Supervisor each complete the evaluation separately before  meeting.  Type a weekly overview of your lesson plans using a format approved by your PT. Submit to your PT for review and approval.  3/22/21 edTPA Deadline. Submission Session via ZOOM all day |
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| Week of March 29- April 2 | Type a weekly overview of your lesson plans using a format approved by your PT. Submit to your PT for review and approval.  **No** dialogic journal entry due April 4, 2021  Prepare for 3rd formal virtual observation by Dr. Fox. Ask your teacher to approve your lesson plan. Submit your lesson plan in Taskstream at least 3 school days prior to your observation and request comments from Dr. Fox |
| Week of April 5-11 | No School---NHCS Break |
| Week of April 12-18 | Implement 3rd formal virtual observation by Dr. Fox. Assist in scheduling follow up conference with PT, Dr. Fox and self. Come ready to discuss 3rd observation and final CPAST evaluation.  Type a weekly overview of your lesson plans using a format approved by your PT. Submit to your PT for review and approval. |
| Week of April 19-25 | Type a weekly overview of your lesson plans using a format approved by your PT. Submit to your PT for review and approval  4/23/21 Assurance 2 (Professional Development Log and Reflection paper) |
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| Week of April 26- May 8 | 4/26/21 Early Release Date  4/26/21 Assurance 3 (edTPA video permission forms-upload as one pdf file) due in Taskstream  4/28/21 Supervisor will distribute LEA forms for necessary signatures  5/03/21 Assurance #1 (Certification of Teaching LEA) due in Taskstream  5/05/21 Last day in placement site  5/06/21 via Zoom Final Seminar  5/07/21 & 5/08/21 Commencement according to the university schedule. ☺ |

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**Watson College of Education Standards of Professional Conduct**

[http://www.uncw.edu/ed/advising/documents/StandardsofPC.pdf](http://www.uncw.edu/ed/advising/documents/StandardsofPC.pdf%20)

**Zero Tolerance Policy**

UNCW practices a zero tolerance policy for violence and harassment of any kind.  For emergencies contact UNCW CARE at 962-2273; Campus Police at 962-3184; or Wilmington Police at 911.  For University or community resources visit: <http://www.uncw.edu/safe-relate/campusResources.htm>. Violence prevention information and resources are available at <http://www.uncw.edu/safe%2Drelate/>.

**UNCW Diversity Statement**

As an institution of higher learning, UNCW represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity.  Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents: <http://www.uncw.edu/diversity/>.

**Seahawk Respect Compact**: <http://www.uncw.edu/diversity/src.html>

**Honor Code**: <https://uncw.edu/odos/documents/honor_code_12-13.pdf>

**Special Needs**

If you require accommodation for any special needs on a regular basis or on a one-time basis please notify me. Students with Disabilities information and resources available at <http://www.uncw.edu/stuaff/disabiities>.

Feel free to contact me with any questions, help needed, or concerns. 9:00 AM-9:00 PM.

Thank you,

Dr. Kathy R. Fox **☺**

**910-431-0556 or** [**foxk@uncw.edu**](mailto:foxk@uncw.edu)