

## **SEC 431/SEC 509- Internship in Secondary (Science)**

Instructor: Angelia Reid-Griffin

EB 375; [griffina@uncw.edu](mailto:griffina@uncw.edu) (Wimba\_Pronto)

910-962-7176

### COURSE DESCRIPTION:

#### **SEC 431. Practicum (12).**

Students will be placed in practicum sites for the entire course to teach in their area of specialization and licensure. Students will engage in various activities to develop skills and demonstrate leadership and technology proficiencies in a secondary classroom setting. Students must achieve “met” in all areas of the Intern Performance Scale/Certification of Teaching Capacity to be recommended for licensure.

#### **SEC 509. Internship in Secondary Schools (6).**

Students will be placed in practicum sites and teach in their areas of specialization and licensure. Students will apply knowledge of content, pedagogy and research skills during the experience. They will be able to demonstrate evidences of innovative learning in a secondary classroom setting. Students must achieve “met” in all areas of the Intern Performance Scale/Certification of Teaching Capacity to be recommended for licensure.

### OVERVIEW

This course involves the development of teaching skills and instructional plans to be implemented in the practicum setting (public classroom settings). Through supervision student interns will be able to actively engage in professional growth and reflection throughout the practicum experience. The course is situated within the Conceptual Framework of Watson School of Education in that its purpose is to develop professionals that possess the core understandings and skills to be **Highly Competent Professionals** to serve in **Educational Leadership Roles**.

### COURSE OBJECTIVES

- present lesson plans that are well paced, intellectually stimulating, and developmentally appropriate
- demonstrate knowledge and expertise in a variety of instructional strategies
- prepare long and short-term plans to be used during teaching
- provide evidence of mastery of the NCPTS & INTASC Standards
- provide evidence of mastery of ISTE NETS-T and NETS-S technology competencies
- document their achievement of professional standards (Common Core and Essential Standards)

### **Expectations & Procedures for SEC 431 Students:**

1. You will be required to provide university supervisor with **contact information:** specific classroom location, class teaching schedule, and personal vital information during the first of classes.
2. During the internship there will be **3 formal observations of your teaching and 3 conference meetings about your teaching with your supervisor and partner teacher.** The conference meetings will be held on the same date of the observations. (ALL lesson plans must be sent to **supervisor 2-3 full days prior** to the formal observations)
3. **Required to check in weekly with university supervisor** on your progress throughout the internship period via **email or pronto or phone.**
4. **Required to observe one class (UNCW intern) and complete an evaluation of their teaching; Using the required form:**  
[Observation of Intern Performance Form](#)

### **Expectations & Procedures for SEC 509 Students:**

1. You will be required to provide university supervisor with **contact information:** specific classroom location, class teaching schedule, and personal vital information during the first of classes.
2. During the internship there will be **3 formal observations of your teaching and 3 conference meetings about your teaching with your supervisor and partner teacher.** The conference meetings will be held on the same date of the observations. (ALL lesson plans must be sent to **supervisor 2-3 full days prior** to the formal observations)
3. **Required to check in weekly with university supervisor** on your progress throughout the internship period via **email or pronto or phone.**
4. **Required to participate in one conference meeting with the person (UNCW intern)** whose class you will observe and evaluate
5. **Required to observe one class (another UNCW intern) and complete an evaluation of their teaching**  
**Using the required form:** [Observation of Intern Performance Form](#)

**This course will utilize Taskstream and Bb 9 to display and communicate course instructions. You will need to establish both accounts by the first day of class/internship.**

**To access forms and obtain information about Internship:**

**<http://www.uncw.edu/ed/professionalexperience/internship.html#form>**

Evaluation:

Completion of Teaching Observations	2
Coaching forms (8)	2
Weekly Assessment forms (8)	2
Shared Lessons on Taskstream for observed lessons (3)	2
Completion of Peer Observation & conference	2

A: 90 – 100    B: 80 – 89    C: 70 – 79    D: 60 – 69    E: Below 60

Grades will be assigned in a holistic manner, looking at the whole—the intern, progress made, the context in which the internship was completed, and submission of completed forms.

A= meeting all standards with rating of “Accomplished” in majority of indicators and all materials completed and submitted by May 1<sup>st</sup> deadline- all lessons shared prior to observations; no rating of inadequate in any indicator

B= meeting all standards with rating of “Developed” in majority of indicators and most of materials completed and submitted by May 1<sup>st</sup> deadline- most lessons shared prior to observations. No rating of inadequate in any indicator

C= meeting all standards with rating of “Emerging” in majority of indicators and some materials completed and submitted by May 1<sup>st</sup> deadline- no lessons shared prior to observations. No rating of inadequate in any indicator

D= one standard is rated as not met and few materials completed and submitted by May 1<sup>st</sup> deadline- no lessons shared prior to observations (a mark of Inadequate in any standard) (Will not be recommended for initial licensure)

F= more than one standard is rated as not met and no materials completed and submitted by May 1<sup>st</sup> deadline- no lessons shared prior to observations (a mark of Inadequate in any standard) (Will not be recommended for initial licensure)

#### STEPS TO BE SUCCESSFUL IN THIS COURSE:

##### 1. Completed for each formal observations:

- a) Lesson plan developed in TaskStream and sent to **supervisor 2-3 full days prior** to the formal observation
- b) Lesson plan/activity prepared and hard copy handed to supervisor on the observation day with associated student handouts (copies of PowerPoint, overhead, etc. can be linked on TaskStream)
- c) Secondary Student Teaching Observation form (supervisor prepares this document)
- d) University Supervisor will write scripted notes during each observation
- e) Partnership teachers will complete the **Periodic Assessment of Intern Progress** form **each week during internship**
- f) Post conferences will be scheduled immediately after observations with partner teacher and student intern (completion of **Intern Performance Scale** will occur during this meeting)
- g) **Coaching plans (Taskstream) should be uploaded and shared with partner teacher and university supervisor.** You are required to **complete 8-10**

**coaching plans during the internship.** (Coaching plans will be discussed during each post conference)

2. **You are responsible for arranging schedule for observations**- University supervisor will try to accommodate your observation dates but keep in mind there are other interns supervised during this semester and campus teaching obligations

**Tentative Timeline for observations:**

**Formal Teaching Observation #1 (1/25-2/11)**

**Formal Teaching Observation #2 (2/14-3/25)**

**Formal Teaching Observation #3 (3/28-4/27)**

3. Exit Interview with partner teacher and student intern will take place during the final conference meeting.
- a) You should **have no less than 8 coaching plans completed and they will be submitted & shared on Taskstream**
  - b) Discuss your Exit strategy from teaching obligations
  - c) Completion of final Performance Evaluation Scale for Teacher Interns
4. Final materials for internship should be submitted to supervisor by **Tuesday, May 1, 2012**
- a) LEA Form-
  - b) Weekly Assessments (**8 min.**)

Internship Checklist- Use this to keep you on track of course tasks

	Completed	Submission dates
Formal teaching observations & conferences		<b>April 25, 2012</b>
Peer observation and Conference meeting		<b>Tuesday, May 1, 2012</b>
Coaching Plans (8)		<b>Tuesday, May 1, 2012</b>
Weekly- Periodic Intern assessments with Partner teacher		<b>Tuesday, May 1, 2012</b>
LEA form		<b>Tuesday, May 1, 2012</b>

### Conceptual Framework

Watson School of Education Develops **Highly Competent Professionals** to serve in Educational **Leadership** Roles.

*Key words:*

Highly Competent	Professionals	Leadership
<i>Core descriptors:</i>		
Informed data driven decision making		
Reflective practice		
Commitment to ethical and professional standards		
Knowledgeable in academic content and pedagogy		
Technologically competent		
Ability to meet needs of diverse learners		
Knowledge and use of appropriate communication strategies		
<i>Outcome:</i>		
Educational practice that positively impacts learning		

### **Standards of Professional Conduct**

Watson School of Education  
University of North Carolina at Wilmington

#### **Preamble**

Educators are entrusted with the care and education of learners at all levels; therefore, they must adhere to a high standard of personal character and conduct in order to serve as positive role models for pupils, families/caregivers, and the community. Professional responsibility begins with a prospective educator's initial association with the Watson School of Education and continues after their admission as a candidate for licensure. All students associated with the WSE, prior to and after admission to the school, must accept the responsibility for adhering to high ethical standards, as they make a commitment to serve pupils, schools, and their profession. Commitment to ethical and professional standards is expected to continue as candidates are licensed and assume their professional roles. All policies, procedures and regulations contained in the *UNCW Code of Student Life* also apply.

The WSE Standards of Professional Conduct incorporate the following:

- the Code of Ethics for North Carolina Educators (adopted by the North Carolina State Board of Education, June 5, 1997; [www.ncpublicschools.org](http://www.ncpublicschools.org));
- the Code of Professional Practice and Conduct for North Carolina Educators, effective April 1, 1998 (Section 0.600; [www.ncpublicschools.org/teacher education/conductcode.htm](http://www.ncpublicschools.org/teacher%20education/conductcode.htm)); and
- the Watson School of Education professional expectations as identified in the Performance Evaluation Scale exit criteria.

Adherence to these professional standards is expected during all aspects of students' matriculation and career with the WSE, including practical and field activities. Violations of these Standards of Professional Conduct may result in disciplinary action, including but not limited to withdrawal from courses (including those that require field experiences and practical) and/or dismissal from the teacher education program. Students are also subject to discipline for misconduct as stated in the UNCW Code of Student Life.

#### **Commitment to the Education Profession**

1. Understands, respects and applies principles of teaching and learning and content knowledge relevant to the area of licensure;
2. Pursues growth and development in the theory, principles, and practices of the profession and uses knowledge and skills appropriately to improve the educational opportunities, experiences, and performance of student learners and colleagues.
3. Demonstrates appropriate behaviors, attitudes and skills related to the conduct of a professional educator, such as the following:
  - ☐ attire appropriate to the setting,
  - ☐ punctuality,
  - ☐ attendance,
  - ☐ professional interactions with peers, faculty, staff, and administrators as well as field-based personnel,
  - ☐ development and use of appropriate professional language in oral and written communications, and
  - ☐ adherence to institutional policies and procedures
4. Provides accurate and truthful credentials and information regarding admission, requirements for licensure, and in all interactions with faculty and staff.

#### **Commitment to Schools and School Systems**

1. Contributes to a classroom climate conducive to learning.
2. Promotes optimal learning opportunities for all those engaged in the educational setting on-campus, on-line or in field experiences and/or practical.
3. Acknowledges and supports diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
4. Participates positively, collegially and cooperatively in campus-based coursework, school/community-based work and in other professional decision-making processes.
5. When acting in a professional capacity:
  - A. Acts fairly, consistently, and prudently in the exercise of authority.
  - B. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of their rights protected by law.
6. Acts and speaks respectfully in educational settings as a representative of UNCW, the Watson School of Education and its programs.

#### **Commitment to Students**

1. Supports, acknowledges and respects diversity among individuals in all educational settings.
2. Sets high expectations for all students and provides various methods and opportunities for students to achieve goals.
3. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
4. Manages student behavior fairly and consistently. Influences student behavior in positive ways while maintaining students' dignity;
5. Assesses students and assigns grades based upon the students' demonstrated competency, merit, and performance, without regard to personal factors that are irrelevant to the program involved.
6. Holds in confidence information learned in professional practice and contained in educational records except when disclosure is required by pertinent regulations or statutes.
7. Treats all students with respect and maintains an appropriate relationship with students in all settings. The educator will not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
  - a. Speech that is considered abusive, profane, vulgar, demeaning or obscene
  - b. Acts of child abuse, as defined by law
  - c. Any provision, sale or supply of alcohol or drugs
  - d. Any act of harassment based on sex, race, religion, disability, age, and national origin as defined by policy and law and
  - e. Any intentional solicitation, encouragement, whether written, verbal, or physical, or consummation of a romantic or physical relationship with a P-12 student, or any sexual contact with a P-12 student. The term "romantic relationship" shall include dating any P-12 student.

#### **Bibliography**

UNCW Science Education faculty

UNCW Secondary Program Faculty  
INTASC, NCDPI, NSES, ISTE, NCPTS