School of Teaching, Learning and Leadership
Elementary Education
Internship I - EDE 3942

As of fall 2014, all faculty are required to document students’ activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than the first week of classes. Failure to do so will result in a delay in the disbursement of your financial aid.

**COURSE DESCRIPTION:** Student teaching in an elementary school under the supervision of a certified classroom teacher.

**CREDIT HOURS:** 3 Semester Hours

**Prerequisites:**
- Full admission into the College of Education and Human Performance
- Minimum 2.5 GPA in the following areas: Professional, Specialization and Overall
- Courses: EDG 4410, MAE 2801, RED 3012, RED 4519 & TSL 4080

Students must apply and be approved for Internships I and II.
Deadline dates, applications and instructions are available through the Office of Clinical Experiences at [http://education.ucf.edu/clinicalexp/](http://education.ucf.edu/clinicalexp/)
For fall internships the application deadline is February 15 and for spring internships, the deadline is September 15.
For catalog year 2014 and beyond, passing scores on all sections [General Knowledge, Professional, and Subject Area (Elementary Education K-6)] of the Florida Teacher Certification Examination (FTCE) are required prior to entry into Internship II.

**Co-requisites:** MAE 4326, RED 4942, & EDE 4223 must be taken concurrently with this internship.

**Intended Audience:** Elementary education students who have completed all prerequisites and are seeking to become certified teachers.

**Course Faculty:** Each intern will be assigned to a supervising teacher in the local school district and a university faculty member will function as a liaison between the school and university.

**Contact:** Students needing assistance should first contact their assigned internship coordinator. For further assistance, contact the Office of Clinical Experiences at 407-823-2518.

**Course Goals:**
The two main goals describing the experience of Internship I are: (1) To orient pre-service teachers to the profession (i.e., role of the public school, school operations, and teacher responsibilities); and (2) To facilitate the development of knowledge, skills, and dispositions related to preparing for instruction, presenting subject matter, managing student behavior, and performing other roles of the teacher.

Internship I serves as a beginning student teaching experience in the profession of education, where the theories, knowledge and skills developed through coursework and observation are fused into more meaningful
interpretation through practical experience in actual teaching situations. This initial experience is designed to give the pre-service teacher concise, effective experiences that are linked to coursework. In Elementary Education Internship I, MAE 4326, RED 4942, and EDE 4223 must be taken concurrently with this internship. Rather than having responsibility for the full day of programming, pre-service teachers in Internship I are asked to focus upon the following objectives, which are aligned with applicable standards as indicated.

**COMPETENCIES AND OBJECTIVES:**

**Acronyms**

- **ELL** – English Language Learner
- **FEAP** - Florida Educator Accomplished Practices
- **CEC** – Council for Exceptional Children
- **ESOL** - English to Speakers of Other Languages
- **PEC** – Professional Education Competencies
- **ESE** – Exceptional Student Education

**Objectives**

**(NOTE: Bold print items apply to ESOL-infused programs only)**

To successfully complete Internship I, students will:

1. Directly observe behaviors and attitudes of students, the techniques and instructional methods of the supervising teacher for students with and without disabilities, human growth and developmental stages, **special needs of ELL students** and techniques of classroom management strategies for students with and without disabilities. Keeping a journal or reflections and completing related forms in the UCF Student Teaching Handbook provide the evidence that this objective has been met. (ESOL 1.1; PEC 7, CEC 1, 1.1, 1.2, 3.0, 5.0, 7.2, 7.3; ESE 3.2, 3.7)

2. Show evidence of planning. Produce lesson plans and unit plans that reflect the use of appropriate instructional methods and strategies to meet the needs of **all students** (including those with disabilities) within the context of the general education classroom. **Apply knowledge of first and second language acquisition processes.** (ESOL 2.1, 2.2, 2.3; PEC 7; CEC 3.2, 3.3, 5.0, 7.3; ESE 3.1, 3.5)

3. **Apply current and effective ESOL teaching methodologies in planning and delivering instruction to ELL students.** Apply content-based approaches to instruction. (ESOL 4.1, 4.2; PEC 7)

4. Apply current and effective teaching methodologies in planning and delivering instruction to students with disabilities. Apply content-based approaches to instruction and assessment. (CEC 3.0, 3.2, 3.3, 4.2, 5.0; ESE 3.1, 3.2, 3.5)

5. Maintain the minimal semester requirements in terms of record keeping and communication with the University Internship Liaison and the supervising teacher. See evaluation for specific forms of record keeping and communication.

6. Complete related assignments connected to Internship I co-requisite courses where applicable. (For programs with co-requisites, see co-requisite course syllabi for standards references).

7. Demonstrate a beginning level of application of the Florida Educator Accomplished Practices (FEAPs) as indicated below. Demonstration of the FEAPs will be documented on the Internship I Performance Profile. (FEAP (a)1a, c, e, f; (a)2 a-f, h; (a)3a-i; (a)4a; (b)1c, e, f; (b)2 ; PEC 1-6) (FEAPs in chart below)
### Instructional Design and Lesson Planning

Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted standards at the appropriate level of rigor;
- Designs instruction for students to achieve mastery;
- Uses diagnostic student data to plan lessons; and
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

### The Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- Organizes, allocates, and manages the resources of time, space, and attention;
- Manages individual and class behaviors through a well-planned management system;
- Conveys high expectations to all students;
- Respects students' cultural linguistic and family background;
- Models clear, acceptable oral and written communication skills;
- Maintains a climate of openness, inquiry, fairness and support;
- Adapts the learning environment to accommodate the differing needs and diversity of students.

### Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- Deliver engaging and challenging lessons;
- Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- Identify gaps in students' subject matter knowledge;
- Modify instruction to respond to preconceptions or misconceptions;
- Relate and integrate the subject matter with other disciplines and life experiences;
- Employ higher-order questioning techniques;
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement.

### Assessment

The effective educator consistently:

- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- Engages in targeted professional growth opportunities and reflective practices; and
- Implements knowledge and skills learned in professional development in the teaching and learning process.

### Continuous Professional Improvement

The effective educator consistently:

- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- Engages in targeted professional growth opportunities and reflective practices; and
- Implements knowledge and skills learned in professional development in the teaching and learning process.

### Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

### ATTENDANCE

It is imperative that you are in attendance on each scheduled day. You are expected to follow your school’s requirements in regard to what time you need to report for duty and what time you may leave each day. Reporting to duty means that you are in your classroom ready to begin the day's activities, not pulling into the parking lot or signing in. It is strongly suggested that you arrive earlier and stay later than required in order to optimally communicate with your supervising teacher and be fully organized and prepared.
In the event of an absence, you must call your supervising teacher before the school day begins to inform them of your absence. All missed days must be made up following the end of the regular internship experience. An “Incomplete” grade will be issued until this is verified by your Supervising Teacher. In cases where excess absences have occurred, or where patterns in attendance have interfered with the instructional momentum of the classroom, an “Unsatisfactory” grade may be assigned. You may also be directed to extend the experience in the event that one or more competencies need further development. Students must follow guidelines for attendance as outlined in the Student Teaching Handbook.

**REQUIRED TEXTS, MATERIALS AND READINGS:**

Student Teaching Handbook: *A Guide for Field Experiences and Clinical Practice*


**ACADEMIC COURSE REQUIREMENTS:**

1. Roles and Responsibilities Plan. Completed with Supervising Teacher by end of first week.
2. Internship I Checklists for Placement 1 and Placement 2. These are completed by the intern, signed by supervising teacher, and submitted at end of each placement.
3. Internship I Performance Profile. Completed by Supervising Teacher and submitted with 2 lesson observations at end of each placement.
4. **Students are also required to keep a record of their artifacts, products and activities related to ESOL competencies in their FLORIDA PERFORMANCE STANDARDS for ESOL-IN-PROGRESS notebook.**

**EVALUATION AND GRADING:**

Pre-service teachers will receive a grade of either “S” (satisfactory) or “U” (unsatisfactory). This grade is based on school performance as reflected in the Internship I Performance Profile. A passing grade indicates that the intern has demonstrated developing achievement of the competencies identified on the Performance Profile. These competencies reflect Florida’s Educator Accomplished Practices as noted on the Performance Profile.

**DOCUMENTS FOR INTERNSHIP EVALUATION**

A. UCF Internship Observation Form
B. Internship I Checklists
C. Internship I Performance Profiles

**INTERNSHIP EVALUATION**

The levels of performance are Developing (2) and Not Developing (1):

Developing (2) – intern is beginning to incorporate all listed skills (see Performance Profile) in his/her instructional repertoire.

Not Developing (1) – intern has not developed or used one or more of the listed skills (see Performance Profile) in his/her instructional repertoire.

**SUBMITTING EVALUATIONS**

Evaluations are based upon observations by supervising teachers. If the supervising teacher has concerns, the Internship Coordinator will also contribute to the evaluation. Performance Profiles, checklists and formal observations are submitted at the end of each placement to the UCF Campus.
MODE OF INSTRUCTION:  
Field-based observation and activities accompanied by reflective activities. Support and mentoring are provided by ongoing feedback from the Supervising Teacher and University faculty.

ADMINISTRATIVE COURSE REQUIREMENTS:  
Students are to comply with the Code of Ethics of the Education Profession in Florida (SBE Rule 6B-1.001) and Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-1.006), the UCF College of Education Code of Professional Conduct, and the UCF Golden Rule provisions for Student Academic Behavior.

Title IX makes it clear that violence and harassment based on sex that interferes with educational opportunities is an offense subject to the same penalties as offenses based on other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources, and information concerning reporting options at shield.ucf.edu. Perpetrators are subject to expulsion or termination and may also be subject to criminal penalties.

BIBLIOGRAPHY


