ASU College of Education  
Course Syllabus  
EDG 5360  
Teaching Internship

Course: EDG 5360  
Credit: 3 Semester Credit Hours (two semesters required to complete an internship)  
Course is graded pass (P) or fail (F)  
Text: Field Experience Handbook  
Technology: TaskStream Account  
Scheduled: Fall and Spring Semesters  
Required for students who are on a probationary teacher certification.

Course Description

This course provides the intern with on-the-job assignments, activities, guided experiences and observations under the supervision and direction of the university supervisor, a mentor, and the campus principal.

Relation to Knowledge Base

Relation to College Set of Beliefs  
Teaching Interns will reflect upon their practice and, in turn, help children reflect upon their learning. A desired outcome is that teaching interns grow as professionals who realize effective teaching is a developmental, reflective process that rests upon diagnosis and interpretation in specific classrooms.

Course experiences and instruction are guided by the College’s fundamental concepts of schools, learning, and teaching:

1. Education is the aggregate of all the processes by means of which a person develops abilities, attitudes, and other forms of behavior of positive value in the society in which he/she lives.
2. Schools are social agents that transmit culture; teach skills; promote learning; develop multicultural and global perspectives; and foster the social, physical, emotional, and intellectual growth of students.
3. Learning is an active process, involving the use of existing concepts and constructs, to develop new meaning as new information and new experiences are encountered.
4. Teaching is a reflective, developmental, and continuous process that requires judgment, action, and the capacity to analyze and revise instructional decisions on the basis of insights and judgments rooted in understandings of teaching, learning, learners, content, and context.
5. Teachers are responsible for facilitating learning for all students; and for nurturing, building, and supporting human connections that facilitate positive and productive learning environments.

Relation to College Division and Program Set of Beliefs  
The Division of Curriculum and Instruction offers a well-planned course sequence with experiences that include theory, methods, and current knowledge for professional competence in teaching and learning.
Program Goals

The goal of the teaching internship course is to help prepare creative, reflective, and innovative professional educators with high moral and ethical standards who view themselves as agents of change, who are committed to the welfare of children, and who have the understanding, attitudes, and skills necessary for effective teaching.

Course Objectives

The teaching intern will learn to:
1. Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
2. Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
3. Promote student learning by providing responsive instructions that shows effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
4. Fulfill professional roles and responsibilities and adhere to legal and ethical requirements of the profession.

(from the State Board for Educator Certification Pedagogy and Professional Responsibilities Standards)

Learning Goals

Institutional Learning Goals reflect the mission of the University through a focus on five specific areas of student learning. Individual departments, programs, and services will provide opportunities, where appropriate, for students to attain the skills and dispositions identified by the University as essential to education.

1. **LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS**
   
   Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.

   Students will:
   - Apply different methods of inquiry from various perspectives and disciplines to gather information;
   - Comprehend and apply various research methods to evaluate information critically;
   - Analyze complex issues and construct logical conclusions;
   - Use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines.

2. **CORE SKILLS**

   Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.

   Students will:
   - Comprehend and critically interpret information in written and oral forms;
   - Communicate information and ideas effectively;
   - Understand and apply mathematical reasoning to solve quantitative problems and evaluate quantitative information and arguments;
• Understand and apply scientific reasoning in the natural sciences;
• Use technological resources to access and communicate relevant information.

3. SPECIALIZED KNOWLEDGE
Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school.

Students will:
• Demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers;
• Acquire research skills and specialized vocabulary for critical discourse;
• Demonstrate competencies and achievements appropriate to their fields of study;
• Apply classroom learning in a combination of reflective practice and experiential education.

4. SOCIAL RESPONSIBILITY
Students will understand their responsibility as citizens in a complex, changing society.

Students will:
• Employ professional and personal judgments based on ethical considerations and societal values;
• Understand civic responsibility and leadership;
• Demonstrate an understanding of the purpose and value of community service in advancing society.

5. CULTURAL IDENTITY
Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.

Students will:
• Demonstrate respect for differences among cultures;
• Practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds;

Requirements
Clinical teachers are required to:

1. Follow the policies of the school as it relates to a regular contractual teacher; i.e. you are expected to be in school when teachers are required to start; to attend faculty and staff meetings where appropriate; to follow the cooperating teacher’s professional schedule and calendar; and to follow the expectations as outlined in the field experience handbook.
2. Demonstrate professional responsibility.
   In the event of an absence or an emergency, it is the clinical teachers’ responsibility to contact their cooperating teacher and ASU supervisor as soon as possible. The ASU supervisor will determine whether an absence is excused. All absences must be made up.
3. Develop detailed lesson plans for each lesson taught, incorporating the Texas Essential Knowledge and Skills (TEKS) into the lesson and actively involving the learner.
4. Develop instructional plans according to the building and/or district standards.
5. Develop, design, administer, and evaluate student progress using a variety of assessment strategies.
6. Comply with district guidelines concerning classroom management standards and to be consistent in management techniques.
7. Have formal observations (a minimum of four) by the university supervisor.
Evaluation

Teaching Interns will be evaluated by the University Supervisor in many different areas, such as: planning, teaching, assessment, attitude, enthusiasm, classroom management, relationships with others, and willingness to participate in areas outside the classroom. The evaluation of teaching interns is based on the InTASC Model Core Teaching Standards & the Texas Teacher Standards – the same elements that Texas teachers are evaluated with T-TESS.

Teaching Interns will create an online portfolio in TaskStream. It is a reflective and selective collection of lesson plans, journal, and artifacts. Four “Effects on Student Learning” Conferences will be held to evaluate your performance (two in the first semester, two in the second semester). Teaching Interns will be assessed using three performance levels- Improvement Needed, Developing, & Proficient.

ASU OP 10.15 Providing Accommodations for Students with Disabilities

http://www.angelo.edu/opmanual/#s10

Persons seeking accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty

Candidates are to be familiar with the ASU Student Handbook and the University Honor Code, which includes the “Student Academic Honor Code Statement.”


Candidates are to adhere to ASU policy. Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.