

# INTERNSHIP SYLLABUS

Course: Supervised Internship\*

Credits: 1-16

Instructor's Contact Information:

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Semester: Fall and Spring

Class time, day, and location: varied depending on school placement and licensure program

\*Specific Course Numbers for different programs:

IETP+ECE: ECE 493: Supervised Internship in Early Childhood Education

IETP+ESL: EDEL 483: Elementary Supervised Student Teaching Internship

IETP+SPE: EDEL 483: Elementary Supervised Student Teaching Internship (+EDSP 493: Supervised Internship in Special Education)

Secondary: EDSC 483: Secondary Supervised Student Teaching Internship

Special Ed: EDUC 585B: Supervised Internship in Special Education (masters)

Elementary Ed: CTL 699A: Supervised Internship Elementary Education (masters)

Secondary Ed: CTL 699B: Supervised Internship Secondary Education (masters)

## Course description & prerequisite:

Supervised teaching in fields of student's program(s) of study. Prerequisite: completion of all course work required for degree. Special fees apply.

## Silver Core Objective:

As part of the Silver Core Curriculum, this course will satisfy Core Objective 14 stating that, "Students will be able to demonstrate their knowledge and skills developed in previous Core and major classes by completing a project or structured experience of practical significance."

## Student Learning Outcomes

*Preamble: All syllabi at the University of Nevada, Reno, must set forth student learning outcomes (SLOs). This is far easier to do for a discrete course, one focused upon a limited area of study. On the other hand, internships, and in this case the field experiences which accompany it, will expose the student to the dynamics of their chosen profession. In a sense, therefore, the learning objectives may be reduced to this: to put into practice potentially everything that you have learned over the course of your undergraduate studies.*

Now, as to this internship, various evaluation rubrics exist by which your work in the field will be specifically assessed. You will be called upon to **demonstrate** your learning, your very ability to teach in a real world setting, actively, in any number of ways, ways which are more specifically set forth in various evaluation documents but which will include the following:

- **Demonstrate**, in writing and in execution, an ability to **render** an appropriately challenging lesson and class plan;
- **Demonstrate** an ability to **manage** a classroom, its students, and the many and myriad events that may occur throughout the school day;
- **Actively participate** in, and from time to time, lead, student assessments designed to target that student's classroom performance.
- **Engage** with students in the classroom such that a climate of learning is established, promoted and expanded.
- **Model** how to behave in a classroom such that everyone is valued and respected.
- **Use** instructional technology to support the teaching and learning process.
- **Show** an evolving strategy of maintaining accurate and useful student records.
- **Demonstrate** professional behavior in all aspects of the field experience.

Once again, the foregoing list of SLOs is not exhaustive and the intern is required to consult with his or her supervisor and to read and understand the *Internship Manual* and the rubrics set forth therein. A copy of the Internship Manual is available here:

<http://www.unr.edu/Documents/education/ofx/manual%20and%20syllabus.pdf>

In conclusion, the point is that you will have, by the end of your student teaching internship, met or exceeded the base standards by which all credentialed teachers are assessed. At a minimum, not only will you have exhibited no reason *not* to proceed into the classroom and the teaching profession, but you will have also demonstrated a satisfactory, proficient, outstanding, or even distinguished grasp of the domains of professional competence.

## Course schedule:

The length of the internship is 7 ½ hours per day for a total of 14 or 18 weeks depending on the program:

- IETP+ECE: 14 weeks
- IETP+ESL: 14 weeks
- IETP+SPE: 18 weeks (two separate 9 week internships)

- Secondary Education: 14 weeks
- Music: 14 weeks (may or may not consist of two separate 7 week internships)
- Art: 14 weeks (may or may not consist of two separate 7 week internships)

Individual timetables will be arranged by the intern, lead teacher, and supervisor. The specific timetable for assuming full teaching responsibilities will vary considerably based on the skills and needs of the intern. A suggested schedule for internship might include:

Week 1-2	observe/team teach/co-plan/debrief/reflect
Weeks 2-midpoint	continue from previous week(s), team teach whole class periods, adding 1 class period at a time until teaching ½ school day, begin independent lesson planning
After midpoint	continue from previous weeks, add 1 class period at a time until you are teaching and planning the entire school day
Full Control	assume responsibility for planning and teaching of all classes for 4 weeks (3 weeks for each dual internship)
Last week	gradual release of classes to lead teacher

### **Course Performance Assessment Requirements:**

Assessment is a continuous process throughout the internship in which the lead teacher and supervisor hold regular conferences with the intern. The lead teacher observes the intern throughout the experience and conferences with the intern on a daily basis. The supervisor also observes the intern's performance periodically and conferences with the intern and lead teacher on a regular basis. This support and feedback is essential so that by the end of the internship, the intern will be able to demonstrate satisfactory performance in all 5 Domains of Professional Competence. The following assessments are used to evaluate the student's performance.

- Webcampus Quizzes
- Bi-weekly reflections journal
- Professional Behavior and Dispositions Self Evaluation
- Professional Behavior and Dispositions Evaluation of intern by lead teacher and supervisor
- 5 formal Observations by lead teacher
- 5 formal Observations by the supervisor
- Midpoint Progress report
- Self-Reflection Essay
- Final Evaluation

Please refer to the full Internship Manual for specific instructions on each required component and supplemental information.

Interns who successfully complete their internship will receive the grade of "S" (satisfactory).

Interns who have failed to make satisfactory progress will receive the grade of "U" (unsatisfactory). The grades of "S" and "U" are not figured into the grade point average. (Please see the "Grades" and "Intern Evaluation Rubric" of Internship Manual.)

### **Primary Methodologies/Instructional Strategies Used in Class:**

Application of best practices under supervision with feedback and self-reflection aimed at continuous improvement.

### **Academic Dishonesty:**

Academic dishonesty is defined as cheating, plagiarism or otherwise obtaining grades under false pretenses. Plagiarism is defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion. Academic dishonesty will result in a failing grade on assignment or test, a failing grade in the class, or a removal of student from class.

### **Disability:**

Any student who qualifies with a disability should provide the instructor with a letter from the Disability Resource Center (DRC) stating the appropriate accommodations for this course. If you have a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact the instructor as soon as possible.

### **Academic Success Services:**

Your student fees cover usage of the Math Center (784-4433 or [www.unr.edu/mathcenter/](http://www.unr.edu/mathcenter/)), Tutoring Center (784-6801 or [www.unr.edu/tutoring/](http://www.unr.edu/tutoring/)), and University Writing Center (784-6030 or [http://www.unr.edu/writing\\_center/](http://www.unr.edu/writing_center/)). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

### **Statement on Audio and Video Recording:**

"Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."