EDU 6945 Residency Student Teaching Internship

Seattle Pacific University

|  |  |  |
| --- | --- | --- |
| Autumn EDU 6945  Winter EDU 6945  Spring EDU 6945  See [Time Schedule](http://spu.edu/acad/GRCatalog/time_schedule/time_schedule.asp?cat_year=20167&term_year=20178&subj=EDU) for CRN & Credits |  | **Course Rationale and Description** |
| Internship is perhaps the most important part of teacher preparation. It enables candidates to apply their knowledge and skills. This is done in a supportive environment, primarily with the assistance of mentor teachers and field supervisors. As a result, candidates are able to make significant changes to their beliefs and actions, across all facets of teaching, including instruction, management, and dispositions.  The focus of internship is candidate development and student achievement. These two are related and contribute the most toward a successful internship experience. Internship is also a time for candidates to form their reputations. Although candidate and student relationships matter most, candidate and mentor teacher relationships are likewise important. The way a candidate responds to feedback from nearby adults contributes significantly to growth and development, as well as future employment opportunities. Succeeding with students, but failing to demonstrate professionalism with colleagues is not enough. Succeeding with colleagues, but failing to work effectively with students is also insufficient.  Internship is about growth and development so candidates are encouraged to explore and experiment, according to the training they receive through coursework, and with the guidance of mentor teachers and field supervisors. Although head knowledge is important, positive dispositions are essential. Successful candidates acknowledge their weaknesses, and improve through reflection and feedback. Candidates comprehend their strengths and build upon them. Candidates who approach growth and development with humility and thoughtfulness have an advantage since they are responsive, flexible, and conscientious.  Along with professional and persistent dispositions, completing internship with success requires a significant commitment of time and resources. Interns arrive early and stay late, dress according to school norms – rather than personal preference, try one technique – abandon it – and try another, adopt systems unfamiliar to them – to follow a mentor teacher’s lead, among other activities. Completing internship with success is challenging; it requires commitment, perseverance, determination, deference, and honest self-assessment.  These qualities are not learned in isolation. They emerge through community. Your support community includes your family, peers, mentor teacher, supervisor, instructors and support staff in the School of Education. Communicate with these people when you experience success and failure, when circumstances are easy and when they are difficult. Communicate with your community when you need help so that you grow and develop according to your full potential as an emerging professional.  ~ Dr. Jill Heiney-Smith |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  University Field Supervisor  \_\_\_\_\_\_\_\_\_\_@spu.edu  Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Emily Huff  Director of Field Placements  huffe@spu.edu  Office 206.281.2375  Peterson 404 |
| Jill Heiney-Smith, Ed.D.  Graduate Teacher Ed. Program Chair  heineysmithj@spu.edu  Office 206.281.2372 |
| **Academic Vision of SPU**  Seattle Pacific University seeks to educate students to make a difference in the world. Goals include graduating  *People of Competence,*  *People of Character*  *People of Wisdom*  *People of Grace.*  **School of Education**  **Mission Statement**  To prepare educators for  *service* and *leadership*  in schools and communities by developing their professional  *competence* and *character*  within a framework of  Christian faith and values.  **Graduate Student Goals**  The School of Education seeks to graduate educators who demonstrate  *Effective Leadership*  *Clear Communication*  *Analytical/Problem Solving Skills*  *Foundational Knowledge and Skills*  *Positive Impact on Student Learning*  *Professionalism.* |

**Objectives**

**Program Standards**

Demonstrate proficiency according to the program standards and associated criteria

1. *Expectations*: The teacher communicates high expectations for student learning.

2. *Instruction*: The teacher uses research-based instructional practices to meet the needs of all students.

3. *Differentiation*: The teacher acquires and uses specific knowledge about students’ cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.

4. *Content Knowledge*: The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.

5. *Learning Environment*: The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.

6. *Assessment*: The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.

7. *Families and Community*: The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

8. *Professional Practice*: The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

Demonstrate proficiency according to disposition standards

**Disposition Criteria**

|  |  |
| --- | --- |
| *Perceptive* (insightful, aware, conscientious)  *Collegial* (friendly, welcoming, cooperative)  *Productive* (industrious, self-motivated)  *Professional* (modest clothing, punctual)  *Flexible* (malleable, adaptable)  *Organized* (systematic, logical, sensible) | *Reflective* (contemplative, thoughtful, coherent)  *Attentive* (observant, with-it, alert)  *Compassionate* (helpful, empathetic, supportive)  *Respectful* (honest, polite, courteous)  *Poised* (self-assured, determined)  *Culturally responsive* (attention to dynamics of difference, recognizes culture impacts learning |

**Required Resources**

Teacher Education Students SharePoint Site at [www.spu.edu/soe](http://www.spu.edu/soe) > *Student and Staff Resources* [http://spu.edu/_ui/img/icon-lock.png](http://spu.edu/academics/school-of-education/staff-and-student-resouces) link

<https://spuonline.sharepoint.com/sites/SOE/TEStudents/SitePages/Home.aspx>

Documents and digital resources distributed online, at orientation, and across internship.

**Assignments**

Field supervisors evaluate assignments following approximate due dates shown on the *Internship Activity Timeline for the Accelerated Program*.

**Reflections** – Student teachers will write three reflections during internship: one at the beginning, one in the middle, and one at the end. Each reflection should use one of the program standards as an overall theme for writing. In addition, the reflection should include specific information describing how to improve in the area under consideration.

**Disposition Assessment** – Respond to Disposition Assessment rubrics and make improvements. Discuss rubrics at the midpoint and endpoint of internship with your field supervisor and mentor teacher. Field supervisors conduct summative assessment of candidates on dispositions at the conclusion of internship.

**Internship Performance Criteria** – Respond to Internship Performance Criteria rubrics and make improvements. Discuss rubrics at the midpoint and endpoint of internship with your field supervisor and mentor teacher. Field supervisors conduct summative assessment of candidates on dispositions at the conclusion of internship.

*Evaluation of Instruction* - Teach at least two lessons for summative evaluation by field supervisors. Use the *Internship Performance Criteria* to discuss and record results

**Conferencing** **for Improved Practice** – Conference periodically with your field supervisor and mentor teacher. Discuss areas of strength and weakness, along with performance on assessments and identify specific steps for making improvements. Provide timely response to field supervisor and mentor feedback, such as submitting lesson plans for inspection before observations.

**Grading**

Candidates receive *G* grades until the final internship quarter. G indicates that progress is satisfactory, but carries with it no credit or grade until internship is complete. The field supervisor determines internship grades, according to *Internship Grading Criteria*. Candidates are not recommended for certification unless they earn an internship grade of B or above.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Internship Grading Criteria* | | | | |
|  | 1 Unsatisfactory 50% | 2 Basic 80% | 3 Proficient 90% | 4 Distinguished 100% |
| Reflections 10% | Content shows non-reflection; missing entries, or entries submitted all at once | Content shows understanding; all entries complete, a couple submitted all at once | Content shows reflection; all entries complete, submitted over time | Content shows reflection and at least two include elements of [critical reflection](https://spuonline.sharepoint.com/sites/SOE/TEStudents/_layouts/15/DocIdRedir.aspx?ID=XQPNW2PSJNK4-629-19); entries submitted across time |
| Disposition Assessment 30% | Disregarded rubrics, ignored feedback, circumvented self-regulation as a mechanism to improve | Attended to rubrics, generally responded to feedback, occasionally engaged in self-regulation | Adopted knowledge, skills, and dispositions of rubrics; internalized feedback; consistently applied principles of self-regulation to improve | Internalized knowledge, skills, and dispositions of rubrics, extended learning beyond assessments to transform practice through [self-regulation](https://spuonline.sharepoint.com/sites/SOE/TEStudents/_layouts/15/DocIdRedir.aspx?ID=XQPNW2PSJNK4-629-20) to reach full potential |
| Internship Performance Criteria 35% |
| Conferencing 25% | Provided general information, made observations, identified areas for improvement | Some reflection, occasional evaluation, irregular analysis, sometimes provided a solution | Consistent reflection, frequent evaluation, systematic analysis of situations, provided solutions | Reflected, evaluated, and analyzed situations systematically, made judgments about performance, provided alternative solutions |

Letter grade point equivalents:

|  |  |  |  |
| --- | --- | --- | --- |
| A = 95-100% | B+ = 87-90% | C+ = 77-80% | D+ = 67-70% |
| A- = 90-95% | B = 83-87% | C = 73-77% | D = 63-67% |
|  | B- = 80-83% | C- = 70-73% | D- = 60-63% |
| E = 60% and below | | | |

**Policy Notes**

*Academic integrity*. The SPU Catalog describes the University’s commitment to academic integrity, which is breached by academic dishonesty of various kinds. Among these is turning in another’s work as your own and committing plagiarism, which is the copying of portions of another’s words from a published or electronic source without acknowledgement of that source. The penalty for a breach of academic integrity is a failing grade for the work in question on the first offense and a failing grade for the course as a whole with repeated offenses.

*Assignment submission.* Internship assignments are collected and evaluated in different ways. Candidates are responsible for reading assignment descriptions found on *Teacher Education Students* SharePoint site and for submitting assignments on time according to the Internship Checklist. Failure to submit internship assignments on time may result in a reduced internship grade and delay in certification, or additional internship experience requirements and credit retrieval.

*Attendance.* Note: Teacher candidates are allowed two days off per month from their internships (one “release day” and one “floater day”). In general, the release days are set aside to focus on coursework, program responsibilities, and personal health. If the suggested monthly Friday date does not work for your internship, you may schedule another date with your mentor that suits your situation better. The “floater” days are to be negotiated with your mentor as well. The total days off should not exceed two. SPU cannot require school districts to provide these release days to students who are working in districts during their internships. Candidates requesting absence from internship due to illness in excess of 10 days are expected to discuss implications with their mentor teacher, field supervisor, and program chair.

*Contact.* The order of contact during internship for problem solving includes 1) mentor teacher, 2) university field supervisor, 3) director of field placements, and 4) program chair.

*Disability statement*. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with specific disabilities that qualify that student for academic accommodations should contact Disability Support Services (DSS) in the Center for Learning. DSS in turn will send a Disability Verification Letter to the course instructor indicating what accommodations have been approved.

*Diversity.* The School of Education embraces and seeks the richness that diversity brings to our learning

community. We acknowledge that all people bear the image of God regardless of race, gender, socioeconomic status, age, religion, political history, (dis)ability, sexual orientation, language and linguistic inheritance, country of origin, past participation outside of the culture of power. Our focus is to offer and enhance opportunities to all, including those who have traditionally been underserved by and underrepresented in the institutions of our society. Our commitment is to increase the diversity of our faculty, staff, and students and to foster a hospitable climate for a diverse community reconciling all people.

*Flexibility*. The key outcomes of this course are reflected in the *University Handbook*. In addition, this syllabus is a robust schedule of the content for each module. However, changes to the schedule, readings, and assignments may be made over the quarter to promote learning.

*Inclement weather*. The University maintains an Emergency Closure Hotline (206-281-2800). In the event of inclement weather or an emergency that might close the university, please call the Hotline for the most up-to-date closure information or check the SPU website. Both will be updated before 6:00 a.m. Information on evening classes, events, and athletic games will also be updated.

*Incomplete coursework*. Candidates may initiate request for an incomplete grade for internship due to extended illness or significant emergencies. Incomplete grades for reasons other than extended illness or significant emergencies are assigned by the program chair. Request for an incomplete grade is evaluated by the program chair. If an incomplete grade is offered, then a completion plan will also be written and followed by the candidate. Receiving an incomplete grade qualifies for an extended internship. Candidates initiating request for an incomplete grade and extended internship are responsible for understanding policies located in the *Residency Teacher Certification Handbook.* Receiving incomplete grades and an extended internship may require registration for additional internship credits.

*Number of support meetings with field supervisor*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Autumn | Winter | Spring |
| ARC | 4 to 5 | 4 to 5 (at least one for conferencing with supervisor and mentor) | 2 to 3 (one for conferencing with supervisor and mentor) |

*Internship completion.* University field supervisors account for activities shown on the *Internship Activity Timeline for the Accelerated Program* and then calculate final grades according to *Internship Grading Criteria*. Results are delivered to program administrators and recorded for final internship grades.

*Withdrawal, Suspension, or Dismissal from Internship*. Withdrawal, suspension, or dismissal from internship is significant. Consequences for withdrawal, suspension, or dismissal range from placement reassignment to removal from the program. Specific policies regarding withdrawal, suspension, and dismissal from internship are located in the *Residency Teacher Certification Handbook*. Candidates are responsible for understanding withdrawal, suspension, and dismissal policies and for communicating with 1) mentor teachers, 2) field supervisor, 3) director of field placements, and 4) the program chair regarding issues of withdrawal, suspension, or dismissal from internship.