



Catawba College
Department of Teacher Education-Birth to Kindergarten
“Preparing Teachers as Reflective Practitioners”

EDUC 4004 Internship and Seminar: Birth-Kindergarten
Course Syllabus: Spring 2014

Professor: Donna James
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Location and Time: Ketner 210 6:00pm

Course Description: A full semester of practical field experience related to Early Childhood Education under the direction of a site supervisor and a college supervisor. Conferences and seminars are required. Prerequisites: Senior Classification, a 2.5 cumulative average, and recommendation of the adviser. (S-U grading) This course is not designed to fulfill teacher licensure requirements.

Purpose of the Course: This course is the last of a sequential series of field-based experiences designed to ensure that the BK degree candidate develops and demonstrates the ability to apply the knowledge and skills learned in content and professional courses. The course is consistent with the academic goals of the Birth to Kindergarten program. The course is designed to meet all of the B-K Specialty Area Standards. The Internship satisfies the expected outcomes specified by the Teacher Education Department for field experience and clinical practice: productive collaboration with North Carolina public school partners and other stakeholders; well designed, developmentally appropriate field experiences; and the development and demonstration of the knowledge, skills, and dispositions reflective practitioners require in order to help all individuals in their care.

The accompanying seminars provide opportunities for the B-K level candidate to demonstrate the ability to identify problems, possible solutions, and share successful practices with colleagues as part of the ongoing professional development process.

Student Learning Outcome Objectives:

The purpose of this course is to enable Birth-Kindergarten professionals to meet all B-K standards:

- 1) BK teacher candidates have a comprehensive knowledge of typical as well as atypical patterns of child development;
- 2) BK teacher candidates foster relationships with families that support children’s development and learning;

- 3) BK teacher candidates build community partnerships in support of children and families;
- 4) BK teacher candidates use authentic, ongoing assessment of children's abilities to plan, implement, and evaluate programs that build upon each child's unique strengths; and
- 5) BK teacher candidates create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation for lifelong learning.

Outcomes: The developing expertise of the BK degree candidate will be measured through observations and assessment of demonstrated knowledge, skills, and dispositions. Rubrics will be used to evaluate the following course requirements. Final grades will be based on S/U or "At Standard" grading criteria:

- a. Internship Notebook Assignments/Observations/Journal (Clear Front)
- b. Unit Plan
- c. Professional Portfolio
- d. Action Research Project
- e. Exit Interview

Course Requirements:

1. Full semester of field experience (12-13 hours a week in an approved setting) for a total of 180 hours. Internship notebook should be available in classroom during visits from onsite supervisor and college supervisor. College supervisor will visit setting at least one time during the semester. More visits will be conducted if necessary.
2. Attendance and participation in all seminars scheduled throughout the semester. Seminars are scheduled for every other Tuesday during the semester.
3. **SNCAE Membership:** This is a professional membership that is required for B-K Students. This membership assists students in meeting their professionalism component and covers liability during the semester. If you already have liability insurance through work then bring a copy of your card or policy by the first seminar meeting.
4. **Educators' Liability Required:** Each teacher education student is responsible for obtaining liability insurance coverage before participating in methods class field experiences and student teaching in public school settings. The insurance may be obtained through membership in the Student North Carolina Education Association (SNCAE) if the individual student does not have coverage through a private policy. Applications for membership in SNCAE may be obtained in the Department of Teacher Education. Applications may be made online at www.ncae.org/JoinNea/ by selecting Student Membership. It is the responsibility of the student to provide confirmation of membership to Mrs. Jane Snider, the administrative assistant in the Department of

Teacher Education. Students should note that educator's liability insurance coverage provided by membership in SNCAE extends from September 1st through August 31st of each academic year and must be renewed each academic year when enrolled in methods classes or student teaching. Proof of coverage must be provided to Mrs. Snider (jvsnider@catawba.edu) prior to the first seminar meeting.

5. Weekly journal of events in the internship classroom
6. Completion of a Unit Plan
7. Completion of an Action Research Project
8. Completion of a Professional Portfolio
9. Write It Down! Journal Activities
10. Completion of an Exit Interview Process

Attendance:

You must attend your Internship placement every day, according to the schedule developed by your site supervisor (at least 12-13 hours per week). **Notify your site supervisor and your college supervisor if you are unable to attend your placement BEFORE the time you are to report to the placement. If you are sick, calls should be made prior to 8:00am to avoid unnecessary travel for the supervisor. Notify the college supervisor immediately should any problems arise related to your placement.**

You are expected to attend and be on time for all scheduled Seminars, unless there is an emergency or serious health issue that prevents you from doing so. The policy stated in the College Catalog on class attendance applies to the Seminars. An "Unsatisfactory" grade will be assigned to any student who misses more than one Seminar.

Seminar Format:

Seminars will consist of some or all of the following:

1. presentations by and question/answer sessions with the instructor or a guest speaker
2. large group discussion of readings on selected topics, media content, or observations made at placement sites
3. small group discussions
4. individual and/or group presentations
5. unit plan proposal and action research preparation

Textbook:

- Write It Down!: A Guided Journal of Ideas, Strategies, and Reflections for Beginning Teachers by Dawn L. Kolakoski, Ed.D.
- **Clear front notebook with dividers**
- **Flashdrive for professional portfolio and documentation of teaching**

Seminar Topics:

**(Dates for Seminars will be discussed during the first Seminar on January 14th)*

Seminar #1 Overview of Internship; Professionalism; Action Research; Placement Information

Seminar #2 Observation of Children; Unit Plan Proposal Guidelines; Setting Curriculum Goals/Objectives

Seminar #3 **Curriculum Goals and Objectives Due**; Lesson Planning

Seminar #4 21st Century Skills, Bloom's Taxonomy; **Lesson Plans Due (Partner Review)**
Lesson Plans Implementation Begins

Seminar #5 Action Research Progress

Seminar #6 Being a Reflective Teacher; **Unit Plans Assignment Due**

Seminar #7 **Action Research Presentations**

Final Seminar #8 **Professional Portfolios Due**

May 5-6 **Exit Interviews (Scheduled Individually); Write It Down Journal & Time Log Due**

Assignments:

1. **Internship Notebook/Lesson Plans/Exit Interview** –You will be required to keep a notebook in your internship setting. You will keep observation notes, reflections, your log sheet and lesson plans in your notebook. You will be expected to carry out additional observations at other assigned sites and will include those in your observation section. Observations may be neatly handwritten or typed. You will collect relevant research articles about topics of study in seminar. You will also be required to use the Catawba College B-K lesson plan form to create five (5) lesson plans for the unit plan proposal assignment for the group of children you are observing. The college supervisor will review all plans before implementing them in the classroom. A final exit interview will be conducted to allow students to present their internship notebooks and progress.

The sections of your notebook should be in the following order:

2. **Weekly Reflections/Write It Down Journal** -You will be required to keep a weekly reflection of events and issues in your internship classroom. This should pertain to both positive and negative issues/events you feel comfortable sharing. You will need to maintain high levels of professionalism in your weekly reflections. Reflections should be typed and at least one page in length, but can be longer. The information should provide your college supervisor with a clear picture of progress in your classroom. Reflections should also be

emailed weekly to the college supervisor at dcjames@catawba.edu. Reflections are due Sunday evenings by 10pm. You will also record lesson ideas, activities and websites in your Write It Down Journal each week. This journal will help you keep track of ideas you gain during your internship semester.

3. **Action Research Project-** You will participate in individual research and implementation of an action research project in your assigned classroom. You will start by identifying an area that needs improvement. Guidelines will be discussed in class about the format of the project. A final product will include a power point with pictures and a presentation of the process during the implementation of the action research project. Projects will be turned in to Blackboard for viewing.
4. **Unit Plan Proposal-** You will create a unit based on the observations from your assigned placement. Criteria will be discussed in class.
5. **Professional Portfolio-** You will compile items to include in your professional portfolio during the internship semester. The portfolio will include your philosophy; training opportunities; leadership achievements and other reflective assignments that will highlight your professional achievements. These items will be in electronic format for later use during interviewing.

Evaluation:

On-going assessment of the BK degree candidate's performance will be made throughout the field experience and seminars. The college supervisor will be noting professionalism, speaking ability, initiative, cooperative behavior, appearance, academic and professional knowledge and skills, concern for individuals at the placement site, and in essence, all of the criteria frequently found on reference forms requested from personnel offices. The degree candidate is expected to engage in self-assessment, well evidenced by the reflections.

College supervisors will complete at least one (1) formal observation during the semester, and are asked to provide written feedback after each observation. Feedback will be provided regarding the candidate's performance. Additional observations will be conducted as needed.

The student's Internship performance in the setting will be graded using an Exit Interview. This final evaluation will be completed by the student, the co-teacher or director, and then by the college supervisor. A grade of satisfactory or unsatisfactory (S or U) will be submitted at the completion of the field experience.

