

Course Designator and Title: *EDCO 690. School Internship*
Spring

Instructor	
Office	
Office Telephone	
Office Hours	
Cell Phone	
Email	

Credit Hours: 8

This course requires participation in a pre- and post-semester orientation that follows the school district calendar. Contact the course instructor for specific requirements.

Course Description: Field-based internship in which teacher candidates build upon knowledge of contextual factors to successfully implement a work sample that involves planning and teaching comprehensive, standards-based lessons and units with assessments designed to measure student understanding before, during, and after instruction. Candidates use student assessment data to analyze and reflect upon teaching decisions and outcomes.

Prerequisites: Completion of Internship I and completion of MAT courses for EDCO 690. Admission to Teacher Education Program.

The Education Core

The Winthrop Teacher Education Program is a developmental and clinically-based program that provides teacher candidates with opportunities to construct knowledge and develop skills through course work that is integrally linked to practical experiences in schools. Candidates learn by doing under the tutelage of expert mentor teachers and supportive university instructors and supervisors. The core courses require candidates to learn about and work with learners with diverse backgrounds and needs, including but not limited to, learners with special needs, English language learners, learners identified as gifted, and learners living in poverty. Pedagogical focus is on assessment, classroom management and the learning environment, technology, and professional learning and ethical practice. Together with content area courses, the array of experiences in schools and well-sequenced, coordinated content in the education core provides candidates in all teacher education fields the opportunity to develop the knowledge, skills, and dispositions needed for success as a teacher in 21st century schools.

Description of Clinical Component of this Core Course

Number of hours in school setting: 600 hours

Field-performance expectations: Teacher candidates use the internship setting to collect and analyze contextual information and consider implications for teaching and learning. In collaboration with other school professionals such as the classroom mentor teacher, candidates develop short and long-range plans that meet curriculum goals and standards and reflect the developmental needs of learners. Teacher candidates engage full time as a junior faculty member in a school setting utilizing contextual factors information to implement effective classroom instruction. Candidates work closely with the mentor teacher to implement a work sample that includes planning and implementing differentiated learning experiences; designing assessments and analyzing student data; creating and maintaining a positive classroom climate; and engaging in professional activities.

Supervision of field performance: Mentor teacher and university supervisor

Description of Course in Relation to Education Core

EDCO 690 is a synthesis of the knowledge, skills, and dispositions candidates develop throughout the Education Core. Simultaneous application of instructional, assessment, and management strategies learned and practiced in earlier courses provides the necessary experience for candidate transition into a professional educator.

Course Goals, Learning Outcomes, and Assessments

<i>Unit Standards/Elements</i>	<i>Student Learning Outcomes</i>	<i>Key Assessments</i>
CG1. Demonstrate knowledge and skill in observation, data collection, and analysis of the internship classroom, school, and community to support long- and short-range planning.		
US1. Diverse Needs of Learners E2. The teacher candidate analyzes relevant motivational and contextual factors that influence learning to meet the needs of all learners.	SLO1. Uses contextual factors to develop long-range goals and to guide instructional planning.	Internship II Evaluation
US5. Instruction and Learner Engagement E1. The teacher candidate utilizes knowledge of pedagogical content and developmental science domains to plan and implement learner-centered lessons aligned with curriculum goals and standards.	SLO2. Establishes appropriate standards based long-range learning and developmental goals for internship.	Internship II Evaluation
	SLO3. Identifies and sequences instructional units that will lead to the meeting of learning and developmental long-range goals for internship.	Internship II Evaluation
CG2. Design and utilize student assessment data to guide instruction.		
US4. Assessment E1. The teacher candidate designs, selects, and implements valid, reliable, and appropriately differentiated assessments that are aligned with short and long term goals.	SLO4. Designs, selects, or modifies meaningful assessments that are aligned with lesson objectives.	Internship II Evaluation
US4. Assessment E2. The teacher candidate uses data from a variety of formative, diagnostic, and summative assessments to guide instruction, determine impact on learning, differentiate instruction, and	SLO5. Uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.	Internship II Evaluation
	SLO6. Assesses student learning during instruction by using a variety of formative assessment strategies with established performance criteria.	Internship II Evaluation

accommodate diverse learners.	SLO7. Plans strategies for tracking student progress and communicating results that reflect student achievement.	
CG3. Plan, deliver, and assess standards-based instruction that meets diverse learner needs.		
US5. Instruction and Learner Engagement E1. The teacher candidate utilizes knowledge of pedagogical content and developmental science domains to plan and implement learner-centered lessons aligned with curriculum goals and standards.	SLO8. Plans standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, appropriate, and align with the standards.	Internship II Evaluation
US1. Diverse Needs of Learners E3. The teacher candidate plans and implements differentiated learning experiences that address diverse learner needs.	SLO9. Plans developmentally appropriate and differentiated instruction to address diverse learning needs.	Internship II Evaluation
	SLO10. Differentiates instruction to meet the needs of diverse learners.	Internship II Evaluation
	SLO11. Implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.	Internship II Evaluation
US1. Diverse Needs of Learners E4. The teacher candidate maintains high expectations for the achievement of all learners.	SLO12. Effectively communicates appropriately challenging expectations to learners.	Internship II Evaluation
	SLO13. Helps learners assume responsibility for their own learning.	Internship II Evaluation
US3. Technology E1. The teacher candidate models and facilitates effective use of current and emerging digital tools to promote authentic problem solving, support learning, conduct research, and/or engage in creative expression.	SLO14. Plans for the learner use of current and emerging digital tools to support 21 st century learning.	Internship II Evaluation
	SLO15. Facilitates learner use of current and emerging digital tools to support 21 st century learning.	Internship II Evaluation
US3. Technology E3. The teacher candidate models and requires safe, legal, ethical, and appropriate use of digital information and technology.	SLO16. Plans for learner use of technology in a safe, legal and appropriate manner.	Internship II Evaluation
	SLO17. Facilitates learner use of technology in a safe, legal and appropriate manner.	Internship II Evaluation
US4. Assessment E3. The teacher candidate effectively and ethically	SLO18. Effectively uses summative assessment strategies and communicates results.	Internship II Evaluation

communicates assessment information to learners, parents, guardians, colleagues, and administrators.	SLO19. Provides specific and timely instructional feedback to students pertaining to stated outcomes.	Internship II Evaluation
US5. Instruction and Learner Engagement E2. The teacher candidate motivates learners and engages them in appropriately challenging experiences that encourage higher order thinking.	SLO20. Demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.	Internship II Evaluation
	SLO21. Maximizes learner engagement during instructional periods, transitions, and activities.	Internship II Evaluation
US5. Instruction and Learner Engagement E3. The teacher candidate plans and implements instruction that allows learners to reflect on prior content knowledge, link new concepts to familiar concepts and experiences, and use academic language to express content understanding.	SLO22. Implements instruction that allows learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences.	Internship II Evaluation
US6. Literacy E3. The teacher candidate implements, or collaborates with school professionals to implement, appropriate interventions for learners who struggle in one or more literacy areas.	SLO23. Collaborates with school professionals to implement appropriate interventions for learners who struggle in one or more literacy areas.	Internship II Evaluation
US6. Literacy E4. The teacher candidate provides opportunities within the discipline(s) that motivate learners to use literacy skills.	SLO24. Guides learners to use appropriate content-specific literacy strategies.	Internship II Evaluation
CG4. Maintain a positive classroom and school climate.		
US2. Learning Environment E1. The teacher candidate identifies factors that promote a positive, safe, and caring environment.	SLO25. Arranges the environment to create or maintain a safe classroom that is conducive to learning.	Internship II Evaluation
US2. Learning Environment E2. The teacher candidate develops and implements a proactive classroom management plan that promotes positive behaviors,	SLO26. Maintains a caring, fair, and equitable classroom environment.	Internship II Evaluation
	SLO27. Develops and implements proactive classroom management strategies that promote positive behaviors and active engagement.	Internship II Evaluation

active engagement, and respect for individual differences.	SLO28. Develops a plan for proactive classroom management that promotes positive behaviors and maximizes instructional time.	
US2. Learning Environment E3. The teacher candidate promotes positive social interaction and a sense of community in the learning environment.	SLO29. Uses appropriate voice tone, inflection and nonverbal communication to deliver instruction effectively.	Internship II Evaluation
	SLO30. Promotes positive social interaction and collaboration in the learning environment.	Internship II Evaluation
CG5. Engage as a member of a professional learning community.		
US5. Instruction and Learner Engagement E4. The teacher candidate plans and implements models of collaboration (with colleagues, parents, and/or guardians) and co-teaching to support learning.	SLO31. Collaborates with other professionals to enhance student learning.	Internship II Evaluation
	SLO32. Communicates effectively with caregivers	Internship II Evaluation
	SLO33. Is a participant in school initiatives and supports school-related organizations and activities.	Internship II Evaluation
US7. Professional Learning and Ethical Practice E1. The teacher candidate engages in professional learning opportunities and draws upon current education research and policy to reflect upon and improve practice.	SLO34. Is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.	Internship II Evaluation
	SLO35. Uses self-reflection to evaluate and improve professional practice.	Internship II Evaluation
US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold the rights and responsibilities of teachers and learners.	SLO36. Establishes and maintains professional relationships with school personnel and students.	Internship II Evaluation
CG6. Fulfill the responsibilities of the profession.		
US7. Professional Learning and Ethical Practice E2. The teacher candidate meets expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy, and carries out practice in ways that uphold	SLO37. Demonstrates effective verbal communication that is appropriate for the intended audience and uses standard English.	Internship II Evaluation
	SLO38. Demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.	Internship II Evaluation
	SLO39. Adheres to the university and school/district rules, <i>Standards of</i>	Internship II Evaluation

the rights and responsibilities of teachers and learners.	<i>Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children.	
	SLO40. Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).	Internship II Evaluation

In addition to the college and program specific outcomes above, the following links between ULCs and Unit Standards are also evident in the course design.

ULC2: Winthrop graduates are personally and socially responsible.

- US1.E3
- US2.E3
- US4.E2
- US5.E4

Course Requirements

Required Texts and Materials

- ***Developing Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the Year-Long Internship*** - Available on-line at: <https://www.winthrop.edu/coe/rex/handbooks-and-forms.aspx>
- **SL & L** account
- ***Initial Teacher Preparation Unit Standards Framework***. In initial teacher preparation at Winthrop University, teacher education candidates must demonstrate knowledge, skills, and dispositions that enable them to address the needs of a diverse group of learners. Interns must provide evidence that their teaching results in learning for all students. To this end, interns will reflect on objectives of lessons, develop appropriate lesson plans to address learner needs and analyze their students' work samples to plan for future learning. In addition, interns demonstrate progressing skills in the areas of learning environment, technology, assessment, instruction and learner engagement, literacy, and professional learning and ethical practice. Further information about the Initial Teacher Preparation Unit Standards is available at the following web address: <https://www.winthrop.edu/coe/conceptual-frameworks-and-dispositions.aspx>

Assignments

Please see the internship handbook, *Developing Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the Year-Long Internship*, to find a description of the intern's responsibilities. According to the South Carolina Department of Education Directives, July 2020, during the internship, teacher candidates must follow the schedule and teaching model of their school-based mentor. "If the teacher candidate's mentor teacher is providing in-person instruction in a traditional classroom setting, the teacher candidate will do so, as well, adhering to all health/safety protocols and procedures of the school and district. If the mentor teacher is providing instruction in a hybrid or distance learning model, the teacher candidate will follow the same format as the school-based mentor and adhere to the related health/safety protocols and procedures, including the district's technology policies regarding acceptable use and security."

Teacher Candidates should initially use their content area specific templates when lesson planning. The supervisor and mentor teacher will determine when a candidate is ready to be released to a modified version of planning that is required by the host school/district. Program area specific templates should always be used when planning for any announced observation (supervisor, mentor, and/or site-based observer).

Lesson plans should be submitted at least two school days prior to teaching (unless otherwise authorized by the mentor teacher and the university supervisor) so plans may be discussed and modified, if needed. If lesson plans are submitted late, the mentor teacher and/or university supervisor may decide not to allow the intern to teach, thus jeopardizing the success of the internship. Lesson plans should be available electronically for supervisor and mentor review at all times. The intern will share them through Google Drive, Dropbox, OneDrive, or any other options that work for your supervisor and mentor.

The university supervisor will complete three summative observations of lessons taught by the Internship II teacher candidate and the mentor will complete six formative observations throughout the semester. Classroom observations may be conducted in-person or virtually. Supervisors and mentors

may also conduct observations by viewing and evaluating video of lessons taught by candidates. Pre-observation and post-observation, midterm, and summative conferences may be conducted in-person or virtually.

Successful completion of EDCO 690 requires achieving the acceptable level on all domains of the Internship II evaluation. This not only includes performance in the classroom but meeting the requirements of professional responsibilities/activities both at the host school and on-campus.

Grading System

Students are evaluated using the Internship Midterm and Final Evaluation Reports. Results are conveyed to students during midterm and final evaluation conferences with the University supervisor and mentor teacher. Copies of the Internship II Midterm and Final Evaluation Reports are located on the Field and Clinical Experience website: <https://www.winthrop.edu/coe/rex/handbooks-and-forms.aspx>. Students receive a grade of Satisfactory (S) or Unsatisfactory (U) for the internship.

Class Attendance Policy for EDCO 690

The attendance policy is described on page 22-23 of the handbook, *Teachers as Educational Leaders: Responsibilities, Policies, and Practices for the Year-Long Internship* (available on the Office of Field and Clinical Experiences website). We expect teacher candidates not to miss any days from the internship, however, it is understood that extenuating circumstances may arise that prohibit the teacher candidate from participating on their normal schedule in the internship (example: COVID-19, flu, etc.). In the event of an extenuating circumstance, the teacher candidate communicates with the supervisor, who will decide on a case-by-case basis how the intern will make up the time missed in the field.

Although COVID-19 has reached an endemic phase it is still important to remain vigilant as we face a recent rise in positive cases. As socially responsible members of this community, everyone is expected to engage in daily health self-monitoring, to stay home (residence hall or off-campus housing) from on-campus class, work, or activities if they begin experiencing any COVID-related symptoms.

When experiencing any COVID-related symptoms, students are expected to contact Health Services by completing the QI form in the [Patient Portal](#) and respond to the nurse who will contact them with instructions. COVID positive residential students are required to follow their QI plan for 5 days of isolation off campus so be prepared with a back-up plan as well. By acknowledgement, you agree to Winthrop's expectations of you regarding health monitoring and reporting.

Accessibility Policy

Winthrop University is dedicated to providing equal educational opportunities for all students. Interns with diagnosed disabilities who seek reasonable accommodations must notify the Office of Accessibility at 803/323.3290. Teacher candidates with disabilities should note that the internship may necessitate consideration of worksite accommodations that differ from those used in a typical university classroom setting. Under the Americans with Disabilities Act, reasonable accommodation is a change in the work environment or in the way the job is usually done that enables a person with a disability to perform the job effectively. Interns with disabilities must meet the requirements of the internship experience and exhibit adequate performance. Thus, student interns with disabilities should understand their accommodation needs in relation to the expectations of their teaching internship. Teacher candidates with disabilities who are participating in internship should discuss potential needs and concerns with the Office of Accessibility.

Final Exam Date and Time

The final assessment is the Internship Final Evaluation Report. The Final Evaluation Report, along with supporting documentation, is due in SL& L by the instructor on or before the date set by the Director of the Office of Field and Clinical Experiences. May 2, 2024.

Student Code of Conduct

As noted in the Student Conduct Code, “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the Student Conduct Code Academic Misconduct Policy in the Student Handbook online.

<https://www.winthrop.edu/uploadedFiles/studentconduct/StudentConductCode.pdf>

Syllabus Change Policy

The syllabus reflects expectations for the course; however, the instructor may find it necessary to make changes in the syllabus after the course begins. In such cases, students will be notified accordingly.

Tentative Course Calendar: Provided by the individual university supervisor

Internship Important Dates - May Graduates School Districts

Dates are subject to change.

University supervisors will set assignment due dates and time for evaluation conferences.

Spring, 2024	Internship II
January – school district dependent	Report to assigned host school for Internship II experience – refer to host school calendar for start date for teachers
Monday, January 8	Winthrop University classes begin
<i>Wednesday, January 17 (subject to change – dependent upon Office of Career Development and Internships)</i>	Required Education Career Fair – 10:00-12:30 in McBryde Hall – Interviews to follow in the afternoon – Specific information will be forthcoming.
Thursday, February 15 – Wednesday, February 21	Midterm evaluation conferences to be held – supervisor to set date/time with intern and mentor
Monday, February 19- Friday, March 25	Full time teaching (Minimum)
Thursday, February 22	Internship II midterm evaluation grades due on Wingspan by 5:00 pm by university supervisor
Monday, February 26	Internship II Midterm Evaluation Report scanned, uploaded, and rubric completed in SLL by university supervisor
Thursday, April 11 – Thursday, April 18	Final evaluation conferences to be held with intern and mentor
Friday, April 19	Last day of internship in the schools
Monday, April 22- Friday, May 3	Days available in host schools for internship make-up
Wednesday, May 1 and Friday, May 3	Teacher Education Convocation Ceremony – Wednesday, May 1 –Teacher Education candidates from CVPA, CAS, and all MAT programs, 4:00-5:00 in Plowden Auditorium Friday, May 3 – Teacher Education candidates from the COE, 4:00-5:00 in Plowden Auditorium (More information on this special ceremony will be shared earlier in the semester.)
Wednesday, May 1	Graduate degree Internship II final evaluation grades due on Wingspan by 3:00 pm by university supervisor
Thursday, May 2	Internship II Final Evaluation Report scanned, uploaded, and rubric completed in SLL by supervisor

Thursday, May 2	Undergraduate Internship II final evaluation grades due on Wingspan by 9:00 am by university supervisor
Thursday, May 2	Winthrop University Graduate Commencement Ceremony – 7:00 pm – Winthrop Coliseum
Saturday, May 4	Winthrop University Commencement Ceremony- Winthrop Coliseum

***** In addition to the dates listed above, designated edTPA dates are listed below.**

Program areas will determine/communicate if following the “Submission Cycle 1 Calendar Dates” or the “Submission Cycle 2 Calendar Dates”

Submission Cycle 1 Dates: (scores from Cycle I submission will be back March 30 from Pearson) edTPA Friday workdays on campus- January 19, February 9, and February 23 edTPA uploaded to SLL – Date chosen and communicated by program area edTPA portfolio submission – week of March 4

Submission Cycle 2 Dates: (scores from Cycle 2 submission will be back April 12 from Pearson) edTPA Friday workdays on campus – January 26, February 16, and March 1 edTPA uploaded to SL&L – Date chosen and communicated by program area edTPA portfolio submission – week of March 25