

Dewar College of Education and Human Services
Valdosta State University
Department of Adult and Career Education

ACED 4780
Internship in Teaching Career Education
6 SEMESTER HOURS

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to

apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

ACED Website: <http://www.valdosta.edu/colleges/education/adult-and-career-education/>

COURSE DESCRIPTION

Prerequisite: Completion of appropriate methods and curriculum classes. Graded “Satisfactory” or “Unsatisfactory.” Six hours per semester for a maximum of two semesters.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

None

COURSE OBJECTIVES *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses). Upon completion of this course, the student will be able to:*

- CO 1. improve their skills related to the planning and delivery of instructional material (InTASC Standards #2, 4, 5, 7, 8, 9)
- CO 2. increase their level of confidence related to classroom instruction and management (InTASC Standard # 3)
- CO 3. develop traits critical to professional development in the field of education (InTASC Standards # 9, 10)
- CO 4. successfully deal with disruptions that may arise during the course of the school-related activity (InTASC Standard # 1, 3)
- CO 5. use a variety of assessment techniques to evaluate the extent of student learning, instructional effectiveness and program quality (InTASC Standards # 6; AL3.3)
- CO 6. utilize the internet and other resources to research and study issues related to their classroom instruction and role as a professional educator (InTASC Standards # 8)
- CO 7. participate in networking activities with other interns in order to benefit from a broad base of knowledge and experiences (InTASC Standards # 4, 9,10)
- CO 8. exhibit the necessary skills and competencies to provide a safe and healthy classroom and laboratory environment. (InTASC Standards # 3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. School-Based Practice Assignment: Students will maintain full-time employment as a trade and industrial or healthcare science technology education instructor for the duration of the internship. (CO 1-8)
2. Livetext Requirements: Students will maintain an account according to the guidelines given by the instructor. (CO 1-8)
3. Website Activities: Students will regularly monitor the course content in BlazeView (daily) and will participate and contribute to discussions on the website. (CO 3, CO 6, and CO 7)

ETHICS ASSESSMENT

All students will be required to complete the Georgia Professional Standards Commission Ethics **Entry** Assessment no later than November 1. This is a GAPSC requirement. **Failure to meet this requirement will result in an unsatisfactory grade in this course and failure to meet certification requirements.**

INDIVIDUALIZED ASSIGNMENTS AND MAKE-UP WORK

Make-up work or alternative assignments will be determined by the professor and at the sole discretion of the professor. These assignments may or may not exactly duplicate the original and will not entitle other students to the same alternatives since they may not have experienced the same situations.

COURSE EVALUATION

The learner will be evaluated on the following criteria:

Adequate participation on all activities, requirements, and assignments. A significant penalty may be assessed for any assignment that is submitted late. Penalties are cumulative and may result in a failing grade for the course.

Proficiencies will be measured using the following assessments:

Assessment: Impact on Student Learning Assessment-2nd Fall Visit (AL3.3a)

**These are required Proficiency Level Assessments and should not be modified or removed from this course without the approval of the program faculty.*

GRADING SCALE

Satisfactory or Unsatisfactory, according to the standards outlined on the course website and assignment sheets.

ATTENDANCE POLICY

Due to the nature of this course, there are no regularly scheduled class meetings except for the internship seminars. Attendance at these seminars is mandatory unless prior arrangements are made with the instructor. The internship seminars are held in conjunction with class meetings for the New Teacher Institute and the on-line videoconference sessions (The Tuesday ToolRoom). See the course schedule or

contact the instructor for more information. In addition, on-line meetings utilizing the course website will be scheduled intermittently throughout the semester. All students are expected to make reasonable effort to participate, as directed by the instructors

PROFESSIONALISM

All students are expected to perform and act in a professional manner at all times. This includes personal and electronic interaction with other students, professors, and consultants who work with the program. Students are expected to complete all assignments on time and to stay in frequent contact with their instructors. All students should maintain a backup copy of all assignments submitted. In the case of confusion or unclear expectations, the student should contact the instructor to clarify the issue.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/sois/>

HB 280 (Campus Carry) Information

Information about HB 280 (“Campus Carry”), may be accessed at the University System of Georgia website at http://www.usg.edu/hb280/additional_information. This page contains an overview of the policy and FAQs. Specific Information pertaining to VSU’s may be accessed at <http://www.valdosta.edu/administration/finance-admin/police/campuscarry/>.