OAKLAND CITY UNIVERSITY
SCHOOL *of* EDUCATION
GRADUATE STUDIES

EDUC 596s Internship (Key Assessment Course)
Term: Fall 2019 (August 24 - November 2)
Time: Initial Class Session: August 24 - 8AM (Location: To Be Communicated)

Professor Contact Information
Professor: Mr. Mike Whitten
Phone: 812-202-0428
E-mail: mwhitten@warrick.k12.in.us
Preferred Method of Contact: Email (1) and/or Cell phone (2)

Course Description
Engages the pre-service educator in a classroom setting in which the pre-service educator works with a mentor and University supervisor in a teaching situation each instruction day for the entire length of the school day, for a minimum of sixteen (16) weeks. (3 Credit Hours)

Prerequisite Studies
Prerequisite Studies for Transition to Teach Candidates
EDUC 557, EDUC560, EDUC565, EDUC 570, SPED 510

Prerequisite Studies for Master of Arts in Teaching Candidates
EDUC 557, EDUC 560, EDUC 565, EDUC 570, SPED 510, EDUC 505, EDUC 575, EDUC 599, EDUC 610, and EDUC 630

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical

manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

The course is designed to able to develop, teach and assess lessons and student learning. Upon successful completion of this course students should be able to:

1. develop, teach and assess lessons and student learning while working with peers, parents, and supervisors; and
2. make accommodations for the diverse learning needs found in the classroom.

Instructional Design

The pre-service teacher will model behaviors and skills learned in methods classes in delivering content to students.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Textbooks

None. Course materials will be those used in the classroom where the Internship takes place.

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Student Teacher Internship Formal Assignments (Teaching Portfolio) See Portfolio Template

Impact on Student Learning Project and the Professional Practice Continuum

Student Teacher Interns seeking teaching licensure through the School of Education must complete the Impact on Student Learning Project and the Professional Practice Continuum. The successful completion of these two projects, along with the classroom experiences and reflective practices, assists in the identification of expertise in both content and pedagogy. The purpose of the two projects is to provide documentation in the professional competence arena of education. The InTASC standards will be identifiable in the two combined projects.

These projects will be evaluated based on the rubrics provided and reviewed by at least two faculty members from the School of Education; this ensures interrater reliability. Both projects are due no later than week 14 of the Student Teacher Internship semester.

The Professional Practice Continuum essay should be a reflective statement on Oakland City University's School of Education conceptual framework. The essay should address what it means to be an educator who

masters "knowledge, skills and dispositions which enable servant leaders to positively impact the next generation". In the essay, share anecdotes from classroom experiences, community experiences, coursework and other means which have helped you develop and understanding of the conceptual framework.

The Impact on Student Learning project consists of six (6) sections: 1) Unit Plan, 2) Educational context; 3) Unit learning goals, state content standards and objectives; 4) Assessment plan (inclusive of pre and post testing) 5) Assessment and analysis of learning outcomes, and 6) Reflection on teaching and learning.

Professional Practice Continuum

"The School of Education promotes development of effective educators who master knowledge, skills and dispositions which enable servant leaders to positively impact the next generation"

Students seeking initial licensure in a degree or non-degree program through Oakland City University's School of Education must complete the Professional Practice continuum. This will demonstrate reflective practices and provide evidence of professional competence in university, state, and national standards. This essay provides an example of how the student teacher will continue to recognize the importance of mastering the knowledge, skills and dispositions which will continually enable him/her to serve as leaders to positively impact the next generation.

> **Essay on the Conceptual Framework**

This essay should be a reflective statement on Oakland City University's School of Education conceptual framework. The essay should address what it means to be an educator who masters "knowledge, skills and dispositions which enable servant leaders to positively impact the next generation".

In the essay, share anecdotes from classroom experiences, community experiences, coursework and other means which have helped you develop and understanding of the conceptual framework. Include how, if at all, it has shaped your beliefs or actions as a future teacher

In the essay, address the following:

- ▪ What does it mean to be an educator who is also a servant leader?
- ▪ Why are the areas of knowledge, skills, and dispositions critical to the profession?
- ▪ What instances have raised awareness to or made you reflect more analytically in the areas of social justice or inequality. How can those impact your role as educator?
- ▪ What are some of the implications the conceptual framework can have on your work as a teacher in the future?

The essay should be approximately 8-12 pages in length.

This essay assesses the critical dispositions of InTASC 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.

NOTE: THE TEACHING INTERNSHIP PORTFOLIO MUST BE SUBMITTED TO A GOOGLE DRIVE WHICH WILL BE SUPPLIED TO YOU IN CLASS.

Grade Computation

Assignments and assessments are calculated toward the final course grade as follows.

Assignments and Assessments	Grade Value
Chapter / Unit Plan	100 points
Content Articulation Summary (Test)	20 points
Parental Communication	20 points
Instructional Implementation #1 (Low tech)	20 points
Instructional Implementation #2 (High tech)	20 points
Lesson planning with ESL/SE emphasis	20 points
Essay	100 points
Total	300 points

Participation and Attendance
Regular class attendance is expected. Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required and a penalty will be deducted from the final grade for absence.

Grading Scale
The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
293-300	A	4.0	Superior
285-292	A-	3.7	Excellent
278-284	B+	3.3	High Average
270-277	B	3.0	Average
263-269	B-	2.7	Low Average
255-262	C+	2.3	Below Average, Counting as Graduate Credit
248-254	C	2.0	Below Average, Counting as Graduate Credit
<248	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D

GP	Graduate in Progress 3-years limit, Ed. D
W	Withdrawal Official Approval

InTASC Principles

Standard One - Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard Two - Knowledge of Human Development: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Standard Three - Adapting Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners

Standard Four - Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard Five - Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Standard Six - Communication Skills: The teacher uses knowledge of effective verbal, nonverbal, media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

 Standard Seven - Instructional Planning Skills: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Standard Eight - Assessment of Student Learning: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner

Standard Nine - Professional Commitment and Responsibility: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard Ten - Partnerships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

EDUC 596S
School Setting Developmental Standards—Secondary Education Educator Standards

Standard 1: Student Development and Diversity
1.1   1.2   1.3   1.4   1.5   1.6
Standard 2: Learning Processes
2.1   2.2   2.3   2.4   2.5   2.6   2.7   2.8   2.9
Standard 3: Instructional Planning and Delivery
3.1   3.2   3.3   3.4   3.5   3.6   3.7   3.8   3.9   3.10   3.11   3.12
   3.13   3.14   3.15   3.16
Standard 4: Assessment
4.1   4.2   4.3   4.4   4.5   4.6
Standard 5: Learning Environment
5.1   5.2   5.3   5.4   5.5   5.6
Standard 6: The Professional Environment
6.1   6.2   6.3   6.4   6.5   6.6   6.7   6.8
Standard 7: Reading Instruction
7.1   7.2   7.3   7.4   7.5   7.6   7.7

Candidate Disposition Audit
(To be completed by Instructor)

Candidate _____   Date _____

Evaluator _____

SCORING GUIDE				
Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Acceptable	Exemplary
NA	1	2	3	4
	Behaviors displayed are contrary to those expected	Expected behaviors are occasionally displayed	Expected behaviors are often displayed, but not consistently	Expected behaviors are consistently displayed
REGARD FOR OTHERS				
1.1 Empathy and Compassion: Ability to identify with the perspective of others and demonstrate a desire to relieve their distress.	Circle the Choice NA 1 2 3 4			
1.2 Rapport and Respect: Ability to develop appropriate relationships with others while showing regard for the needs, ideas, and experience of all involved.	NA 1 2 3 4			
1.3 Passion: Demonstrates interest, enthusiasm, and optimism for the people, content, and responsibilities of the profession.	NA 1 2 3 4			
COMMUNICATION				
2.1 Responsiveness: Attentive to the needs of others, while mindful of the best interests of all.	NA 1 2 3 4			
2.2 Authenticity: Genuineness in interpersonal relationships and interactions with others.	NA 1 2 3 4			
2.3 Collaborativeness: Active involvement in responsibly working other in planning, problems solving, and learning.	NA 1 2 3 4			
CREATIVITY				
3.1 Flexibility: Adapts, adjusts, and modifies as needed; responds to needed change quickly; is comfortable with change.	NA 1 2 3 4			
3.2 Inventiveness: Visualizes and implements novel ways; and varied practices.	NA 1 2 3 4			
3.3 Resourcefulness: Utilizes resources in effective ways; is able to seek additional, alternative resources.	NA 1 2 3 4			
3.4 Resilience: Endures stress and remains stable in chaotic circumstances; recovers poise, enabling progress.	NA 1 2 3 4			
REFLECTION				

4.1 Reflectiveness: Evaluates larger goals in education; reflects on own growth and accountability.	NA	1	2	3	4
4.2 Initiative: Exhibits willingness to pursue solutions in a persistent effort to improve situations.	NA	1	2	3	4
4.3 Efficacy: Nurtures high expectations; demonstrates self-direction and confidence.	NA	1	2	3	4
PROFESSIONALISM					
5.1 Professionalism: Endeavors to meet the standards expected of an administrator: appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, and maturity.	NA	1	2	3	4
5.2 Work Ethic/Responsibility: Is cognizant of the importance of attendance; completes related tasks in a thorough, organized, timely, and efficient manner.	NA	1	2	3	4
5.3 Oral and Written Communication: Uses correct voice modulation, grammar, and clarify of delivery; uses correct format, spelling, and grammar.	NA	1	2	3	4
5.4 Cultural Competence: Appreciates and capitalizes on diversity; is aware of and acts to reduce own biases; employs culturally sensitive pedagogy.	NA	1	2	3	4
COMMENTS:					

Course Policies

The following polices apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class** , he/she should contact Dr. Bridget Lueken at (812) 749-1483 or contact Academic Affairs at

(812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421. www.oak.edu/campus-life/student-services.php.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at **@OaklandCityU**). Students may also check the following radio stations: WBIW-13.40 AM, WQRK-105.5 FM, or WPHZ-102.5 FM.

- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:

* Use correct spelling and grammar.

* Some assignments require a specific form or format—use as directed.

* Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.

* Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

* Use your name, course number, and assignment name as the file name of a document when submitted electronically.

* Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

- **Standards for Student Behavior** – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They

should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership
-

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
   1.1 Technological Skills
   1.2 Pedagogical proficiency
2. Disposition
   2.1 Promotion of ethical and moral values
   2.2 Community service through positive leadership
   2.3 Lifelong learning and Collaboration
3. Knowledge
   3.1 Knowledge of Student
   3.2 Knowledge of Content
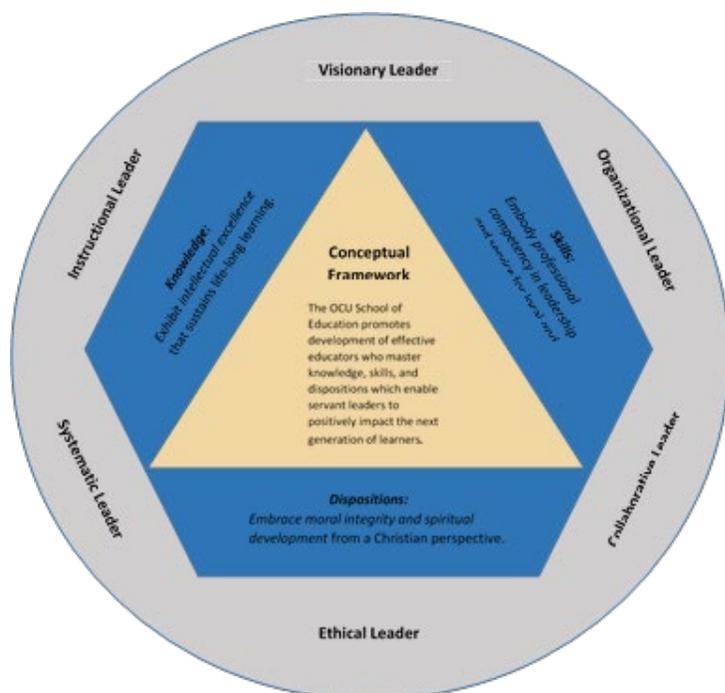
Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

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138 North Lucretia Street
Oakland City, Indiana 47660
(800) 737-5125