THE SENIOR YEAR EXPERIENCE COURSEPAK

for

ELEMENTARY EDUCATION
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MISSION STATEMENT
EAST CAROLINA UNIVERSITY
TEACHER EDUCATION PROGRAM

The mission of teacher education at East Carolina University is to prepare and develop professionals through partnership with the educational community. Teacher education is committed to the vision of preparing education and human services professionals who are academically and technically proficient; knowledgeable, skilled, and reflective in their practice; committed to the empowerment of all people to develop their full potential; and committed to the role of public education in a democratic society.
JUNIOR II
JUNIOR II TIMETABLE
ELEM 4550

_____I. (Mid-Semester) Attend a mandatory internship application meeting. Date and time will be announced by the Advisement Center and academic advisors.

_____II. (End of Semester) Contact your Clinical Teacher to introduce yourself.

_____III. Meet with your Clinical Teacher prior to your Senior I semester.
SENIOR I
WHAT IS THE SENIOR YEAR INTERNSHIP?

The Senior Year Internship for all teacher education majors at East Carolina University is a two-semester experience in a public school classroom with a specially trained Clinical Teacher. In the first semester, the Intern is to acclimate him- or herself to the public school environment. More specifically, it is the expectation of East Carolina University that the student will take all steps necessary to understand policies and procedures, to understand the multiple roles of the classroom teacher, to begin to understand the diverse needs of students, and to begin the process of long-range curricular planning and the delivery of instruction.

The second semester is a full semester of involvement, with the Clinical Teacher providing constant feedback to the Intern about the teaching and learning process. In addition, the Intern, with support from the Clinical Teacher and the University Supervisor, will complete a portfolio to document his/her growth and development as a classroom teacher.
SENIOR I TIMETABLE
ELEM 4525

_____ I. (Week 1) Mandatory Senior I Seminars
- Attend the Mandatory Senior 1 Seminar conducted by the Office of Clinical Experience (OCE). Dates and times are posted on the Teacher Education button on your One Stop and on the OCE website (see page 43).
- Provide for your clinical teacher(s) a packet of clinical teacher materials distributed by OCE at the Senior I Seminar.

_____ II. (Weeks 1 & 2) Mandatory Senior Summary
- During the first two weeks of your Senior I semester, you should make an appointment with your academic advisor to complete the Senior Summary Form. The purpose of the Senior Summary is to ensure all graduation requirements have been met.

_____ III. Senior I Semester
- Fulfill all requirements of your Senior I courses. Minimum field requirement is the equivalent of 1 full day (7 hours) per week in your assigned clinical placement.

_____ IV. Register for Graduation

_____ V. Health Examination
- Must be completed prior to Senior II semester

_____ VI. Autobiography
- Should be completed as a course requirement for ELEM 4525. Prepare 3 copies – one for your Clinical Teacher, one for your University Supervisor, and one for your ELEM 4525 professor.

_____ VII. Review elementary portfolio requirements (page 38) and Teacher Education requirements (see website) http://www.ecu.edu/cs-educ/teached/Index.cfm

_____ VIII. Unit
- Compile a detailed outline and first draft of the unit in ELEM 4525 of unit to be taught Senior II semester.

_____ IX. Sign-up for Praxis II
- Take Praxis II in late Senior I or early in Senior II Semester.
Your Role in the Classroom for Senior I

Review the suggested list of activities and responsibilities below. This is a list of activities and responsibilities that you could be involved in during Senior I. Your primary responsibility will be the completion of the requirements for your university methods classes in your Senior I experience.

Suggested List of Activities/Responsibilities

The Intern should be involved in classroom activities and some teaching responsibilities during Senior I. Suggested experiences that can be implemented in your clinical classroom:

• Implement requirements of Senior I coursework
• Tutor a child under the direction of the Clinical Teacher (CT)
• Take attendance
• Listen to student(s) read
• Read a book or section of a novel to the class, etc.
• Remember to be proactive. Take the initiative to suggest and/or request activities in which you may participate.

Senior I and II

Opening of School. The opening of school is when teachers report to work in late summer to prepare for the new school year. The opening of school typically consists of meetings, setting up classrooms, and generally getting ready for the students. This is a very important time, and you are expected to assist your clinical teacher. In addition, you are expected to be at your clinical site and be actively involved during the students’ first day at school.

During Senior II (Fall or Spring) you should follow your clinical school calendar for your first day. You have the responsibility of attending all meetings, workshops, workdays (whether Clinical Teacher is in school or not) etc. that your Clinical Teacher attends. You follow her/his schedule.

Professionalism

The intern is expected to follow all procedures established by the cooperating school and by the University Faculty. The following professional requirements apply to all Interns.

I. Professional Attitudes and Behaviors
   A. Review the WELCOME TO TEACHER EDUCATION handbook regarding competencies to be met during the Internship experience.
   B. Be cooperative and courteous at all times with administrators, teachers, students, parents, school staff, and members of the community.
   C. Safeguard all personal and confidential information.
D. Avoid criticism of the school, the school district, the Clinical Teacher, the University Supervisor, East Carolina University, and the community except to the proper professionals.
E. Strive to exemplify the attitudes and actions of a teacher rather than those of a student.

II. Classroom and School Responsibilities
A. Be on time every day. Punctuality is essential! Follow the check-in/check-out procedures and remain long enough after the close of the school day to participate in planning, preparation and professional conferencing activities.
B. Work with the Clinical Teacher to develop skills in effectively communicating with peers, parents, and other professionals.
C. Assist with all duties the Clinical Teacher has been assigned, for example, bus duty, cafeteria duty, etc.
D. Read the local school policy handbook. Pay close attention to fire and tornado drills, discipline procedures, reporting and caring for a student who is hurt, and the duties of a teacher.
E. Assist with the general upkeep and order of the classroom.

III. Appearance
A. Dress appropriately and in keeping with the professional standards in your school and school system.
B. With regard to personal appearance, keep in mind (1) cleanliness, (2) the right choice of clothes and hairstyle, and (3) being a role model for the students.

IV. Professional and Ethical Considerations
A. Commitment to the student – protect students from the conditions within the educator’s control that circumvent learning or are detrimental to the health and safety of students.
B. Maintain an appropriate relationship with students in all settings; do not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way or for personal gratification, with intent to harm, or out of anger.
C. Evaluate students and assign grades based upon the students’ demonstrated competencies and performance.
D. Discipline students justly and fairly, and do no deliberately embarrass or humiliate them.
E. Hold in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
F. Refuse to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.
G. Commitment to the School and School System - Utilize available
resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

H. Acknowledge the diverse views of students, parents/legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; do not proselytize for personal viewpoints that are outside the scope of professional practice.

I. Sign a contract in good faith and do not abandon contracted professional duties without a substantive reason.

J. Participate actively in professional decision-making processes and support the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

K. When acting in an administrative capacity:
   1. Act fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
   2. Evaluate the work of other educators using appropriate procedures and established statutes and regulations.
   3. Protect the rights of others in the educational setting, and do not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
   4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the Local Education Agency (LEA), and according to the law.

L. Commitment to the Profession - Provide accurate credentials and information regarding licensure or employment and do not knowingly assist others in providing untruthful information.

M. Take action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promote understanding of the principles of professional ethics.

N. Pursue growth and development in the practices of the profession and use that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

V. The Journey to Life-long Professional Development
   A. Read all you can about teaching and learning, discipline, and time management in the classroom.
   B. Your success during the Internship will depend upon hard work and long hours.
   C. All work and no play are not good for you. Manage your time so that you can get enough rest and play to keep you an alert and happy teacher.
   D. Become an integral part of the school community.
   E. Teachers are the best public relations persons for the profession. Be the best teacher that you can be.
SENIOR II
(Week 1) Mandatory Seminars
• Provided by Office of Clinical Experiences.

(Week 1) Begin Senior II Experience
• Review Opening of School Statement
• Strongly recommend following clinical schools calendar Fall and Spring semester.

(Week 1) Sign-Up for Praxis II
• Take Praxis II

ELEM 4526 --- Seminars
• Sections assigned at Senior II Office of Clinical Experiences Meeting
• On campus or Online
• Syllabus in this ELEM PROGRAM AREA packet

ELEM 4325 ---Seminars
• Provided by your University Supervisor

(Week 1) Complete Senior II Teaching Schedule and Calendar.
• Provide a copy to University Supervisor

15 Days of Full Time Teaching
• Minimum requirement

Unit Taught

(Week 11) Complete Portfolio
• Turn in to University Supervisor
• University Supervisor will assess the portfolio and return to you by the end of the internship.

End of Semester/Attend Final Clinical Schools Seminar
• On campus
• Provided by Office of Clinical Experiences

Licensure Fee
• Pay fee for licensure
• Make check out to SDPI.
• Attach check to Application for Licensure Form and take to Speight 105, Office of Teacher Education.
PRAXIS INFORMATION

Secure a test booklet from the Testing Center (Brewster D-102) and register to take the test. The test is taken during the Senior I or Senior II Internship semester.

ELEMENTARY EDUCATION MAJORS PRAXIS SERIES (TAKEN DURING INTERNSHIP)

PRAXIS II: Specialty Area Tests

<table>
<thead>
<tr>
<th>TEST NUMBER</th>
<th>TEST NAME</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10011</td>
<td>Elementary Education: Curriculum, Instruction, and Assessment</td>
<td>168</td>
</tr>
</tbody>
</table>

AND

<table>
<thead>
<tr>
<th>TEST NUMBER</th>
<th>TEST NAME</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>20012</td>
<td>Elementary Education: Content Area Exercises</td>
<td>145</td>
</tr>
</tbody>
</table>

TOTAL SCORE 313

A combined score of 313 is required. Make sure that there isn’t a newer version of the test available when applying.
Policy for Early Release  
College of Education, East Carolina University  
Senior II Interns

- Early release occurs only in exceptional circumstances and is seen as a privilege to outstanding students.
- Requests for early release should originate from the employing school system and must go to the Office of Clinical Experiences at ECU and copied to the Latham Clinical Schools Network Liaison for the employing system.
  - Before requests can be approved, the Office of Clinical Experiences will get approval from the University Supervisor. Approval must be given by the Department Chair or Program Area Coordinator, in cases where the University Supervisor is a fixed term faculty member.
  - Interns must agree to be released and always retain the right to refuse the release in order to complete the internship and shall do so without repercussion from the University or school system.
  - If approved, no early release will be implemented until three weeks prior to the last day of internship for the semester in which the release is requested.
  - Prior to approval the student must have:
    1. At least three satisfactory or better observations on file.
    2. One observation must have occurred during the 15 consecutive days of full-time teaching responsibility.
    3. 15 consecutive days of full-time teaching completed.
    4. A mentor assigned from the employing school and the name of the mentor shall be forwarded to the Office of Clinical Experiences prior to the release date for the student.
- After the release date:
  1. A formal observation of the intern must be made by the principal or his/her designee of the employing school.
  2. This formal observation shall be forwarded to and filed with the Office of Clinical Experiences.
- Released Interns are not considered licensed personnel until after the official date of graduation for the semester in which they graduate. Interns should be informed that they will only receive substitute pay for the early release period.
- ECU will not send any letters to confirm a student’s status as graduated until after all grades have cleared the registrar’s computer system. This may take as much as three weeks after a semester ends.
- Interns are released from the internship placement only. They are still required to complete all other course requirements, portfolio requirements, mandatory seminars, and other requirements from the department, program area or university.
- Interns shall be allowed to attend the Graduate Recognition Ceremony for their program area. A substitute shall be provided for them to attend on the day of the ceremony in the semester in which they graduate, either May or December.
INTERNERSHIP SYLLABUS

• ELEM 4324 (INTERNSHIP)

• ELEM 4325 (INTERNSHIP SEMINAR)

• ELEM 4526 (MANAGEMENT SEMINAR)
Syllabus for ELEM 4324

Internship in the Elementary School

Departmental Syllabus

Credit Hours: 10
Co-requisite Course: ELEM 4325

TEXTBOOK/MATERIALS

WELCOME TO TEACHER EDUCATION. Greenville, NC: East Carolina University. The Senior Year Experience Handbook for Elementary Education

COURSE OBJECTIVES

This course is a full-time internship designed to provide the student opportunities to synthesize and apply previous learning and experience, to teach and grow professionally by observing, planning, teaching, and reflecting with an effective classroom teacher.

Based on previous learning experiences and by the completion of the internship, the Intern will:

1. Use knowledge of how children learn to create a positive learning environment.
2. Integrate content based on an understanding of the subject matter, curriculum, and processes to be taught.
3. Plan instruction based on knowledge of subject matter, curriculum, and a wide range of instructional strategies.
4. Plan for instruction that meets the needs of diverse learners.
5. Create a learning environment that encourages positive interaction, fosters the development of effective communication skills, and promotes active involvement in learning.
6. Effectively implement planned instruction that meets the needs of all learners.
7. Use formative and summative assessment strategies to make appropriate instructional decisions.
8. Clearly communicate with students, parents, and other professionals.
9. Demonstrate a commitment to the teaching profession through professional and ethical behavior.
10. Reflect and evaluate the effects of curricular, instructional, and other professional decisions.
COURSE COMPETENCIES

1. The Intern demonstrates an understanding of how children learn and uses that knowledge to create a positive learning environment by:

   1.1 Designing developmentally appropriate learning experiences.
   1.2 Drawing upon the historical, sociological, psychological, and philosophical bases related to learning in making professional decisions.

2. The Intern demonstrates an understanding of the subject matter, curriculum, and processes to be taught by:

   2.1 Identifying major concepts and skills in the subject matter.
   2.2 Selecting appropriate content.
   2.3 Integrating areas of instruction.

3. The Intern demonstrates the ability to plan instruction based on knowledge of subject matter, curriculum, and a wide range of instructional strategies by:

   3.1 Making curricular decisions regarding classroom instruction.
   3.2 Selecting appropriate materials and technologies.

4. The Intern demonstrates the ability to plan for instruction that meets the needs of diverse learners by:

   4.1 Planning appropriately for exceptional children.
   4.2 Planning appropriately for diverse populations.

5. The Intern demonstrates the ability to create a learning environment that encourages positive interaction, fosters the development of effective communication skills, and promotes active involvement in learning by:

   Effectively managing a classroom of learners.
   5.2 Utilizing cooperative learning.
   5.3 Promoting a safe classroom environment.
   5.4 Advancing democratic principles.

6. The Intern demonstrates the ability to implement planned instruction that meets the needs of all learners by:

   6.1 Including a variety of instructional models.
   6.2 Asking questions and responding to students competently.
   6.3 Implementing activities that advance thinking skills.
   6.4 Assisting learners with technology learning and skills.
7. The Intern demonstrates the ability to use formative and summative assessment strategies to make appropriate instructional decisions by:

7.1 Using authentic assessment (formal & informal strategies).
7.2 Using the results of assessment to adjust instruction.

8. The Intern clearly communicates with students, parents, and other professionals by:

8.1 Translating evaluative measures into meaningful information for students, parents, and other professionals.
8.2 Using clear and distinct pronunciation, appropriate vocabulary and grammatical level, and standard English expression.

9. The Intern demonstrates a commitment to the teaching profession through professional and ethical behavior by:

9.1 Being an effective staff member.
9.2 Completing administrative tasks as appropriate for teachers.
9.3 Working collegially with peers.
9.4 Seeking opportunities to grow professionally.

10. The Intern reflects and evaluates the effects of curricular, instructional, and other professional decisions by:

10.1 Articulating a rationale for decisions.
10.2 Making use of feedback to adjust and improve teaching performance.

**REQUIREMENTS**

1. *Successful performance in the internship.* Students must successfully complete the 15-week internship, including a minimum of 15 consecutive full days of teaching. A “C” or better in the internship is required to meet licensure requirements.

2. *Planning, implementing, and reflecting upon instruction.* Interns are expected to assume responsibilities for planning, implementing, and reflecting upon instruction as directed by the Clinical Teacher and University Supervisor. Oral and written expression should demonstrate standard English.

3. *Unit of instruction.* Interns must plan, teach, and evaluate one unit of instruction following guidelines provided by the University Supervisor. The unit will contain a rationale, objectives and competencies related to the North Carolina Standard Course of Study, a content outline, lesson plans, and appropriate evaluation materials.

4. *Portfolio.* Interns will develop an elementary education portfolio that will be assessed by your university supervisor.

5. *Professionalism.* Interns must conduct themselves in a professional manner in all activities that affect their relationship and that of the University with the public school
to which they have been assigned. Interns should present a professional appearance at all times while on duty. Written materials must be professional in appearance.

6. **Attendance.** The Intern must be punctual, prepared in advance, and ready to remain long enough after the close of the school day to participate in appropriate planning, preparation, and other professional activities.

7. **Guidelines for Withdrawal**
   - The Intern will maintain acceptable teaching proficiency. At any point in the internship that, in the judgment of the supervisors, the Intern demonstrates such ineffectiveness that the progress of the students in the classroom is seriously impaired, the Intern will be withdrawn.

   - The Intern is expected to present an acceptable professional appearance while on duty and must also abide by any written code established by the local school or major department for professional personnel. Defiance of specific requests made by public school or university officials will be considered grounds for dismissal.

   - Interns who are arrested for violation of local, state, or federal drug laws, or of serious offenses involving moral turpitude will be withdrawn immediately. Other offenses or conduct that cause the Interns character or fitness for admission to the teaching profession to be questioned may result in an investigation initiated by the public school officials, the chair of the Intern’s major department, the departmental coordinator of internships, the Clinical Teacher, the University Supervisor, the Director of Clinical Partnerships, or other university officials.

   - Termination of an internship and separation from the program can be accomplished only by the Director of Clinical Partnerships, or other university officials. Such critical decisions will be made only after careful consideration by the Intern, University Supervisor, Clinical Teacher, Departmental Coordinator and/or Chair, and the Director of Clinical Partnerships.

8. **Other Guidelines.**

   - Interns must abide by the same policies of the local school as those required of regular teachers, plus those created by the local school system specifically for interns.

   - Interns may not accept gifts having monetary value from the pupils **at any time**.

   - Interns must exhibit good health and have a current health certificate on file in the Office of Clinical Experiences before beginning the internship. Any changes in the medical status after health certificate filed should be reported to the Director of Clinical Partnerships.
I. PROFESSIONAL BEHAVIORS
   A. Read the section on Professionalism at the beginning of this handbook.
   B. Abide by school policies and university standards.
   C. Follow written/unwritten school codes.
   D. Be punctual and follow check-in/check-out procedures

II. ABSENCES
   1. If there are emergencies (personal illness, death in immediate family) during the internship requiring an absence, the clinical teacher, university supervisor, and the Office of Clinical Experiences must be notified. Responsibilities include:
      a. Telephoning the clinical teacher as soon as possible.
      b. Sending plans to the school if the intern is actively teaching.
      c. Telephoning the university supervisor.
      d. Telephoning the Office of Clinical Experiences (252-328-6051).

      After two days of absence for personal illness, a doctor’s note shall be submitted to the university supervisor.

   2. Excused absences: Interns will be permitted up to two absences without required make-up time, provided the university supervisor and the clinical teacher are properly notified and are in agreement. If additional absences from the internship are necessary, the make-up time needed should be arranged with the clinical teacher, the university supervisor and approved by the Office of Clinical Experiences. In the event that extended absences are necessary, the Office of Clinical Experiences should be notified properly.

   3. The clinical teacher, the university supervisor, principal, and the Office of Clinical Experiences prior to the date of the requested absence must approve requests for absences for job interviews, professional meeting, court appearances, or field trips. Forms are available in the Office of Clinical Experiences. Any professional absence must be approved two weeks in advance. (Absentee Form page 35)

   4. When the clinical teacher is absent, a regular substitute teacher will be called to assume responsibility for the instruction and well being of the students. Interns may not substitute in their internship placement during Senior I. So that this time will not be wasted, the intern should use it to observe the work of the substitute teacher. If the substitute teacher objects to the intern’s observations, arrangements should be made to allow the intern to observe in other classes during the substitute’s tenure. If a substitute teacher is present for an extended period of time, the Office of Clinical Experiences must be notified. Even in the absence of the regular clinical teacher, the intern is expected to continue with planned periods of instruction.
III. WORK DAYS AND SUBSTITUTE TEACHING
   A. Attend school during scheduled teacher workdays even if the Clinical Teacher is taking leave.
   B. Substitute teach only for the Clinical Teacher after the first written evaluation and with the approval of the Clinical Teacher (CT), Principal, and University Supervisor (US).
   C. Substitute no more than two consecutive days and five days total.
   D. Know school policies regarding substitutes.

IV. LONG RANGE INSTRUCTIONAL PLANS (See Forms)
   A. Your CT will develop a tentative Long Range Instruction Plan (See Forms) and sample found in this course pack.
   B. Make copies of the completed form and distribute one to the CT and US.
   C. Notify the US of changes that may occur during the semester or submit a revised copy.

V. WEEKLY TEACHING SCHEDULE
   A. Plan each weekly schedule with the CT, the week prior to teaching (See Forms).
   B. Get the schedule to the University Supervisor using method determined by the US.

VI. LESSON PLANS/INTERNSHIP NOTEBOOK
   A. Without exception, plans must be reviewed and initialed by CT before teaching.
   B. Use suggested 6-step lesson plan format or one agreed upon by Clinical Teacher and University Supervisor.
   C. File plans in internship notebook in an organized format (example: Under subject dividers).
   D. Plans, units, portfolio and notebooks should be available to the US and CT during observations and upon request.

VII. UNITS
   A. Elementary Interns will submit and teach one word-processed unit using unit format from ELEM 4525, ELEM 4530, etc.
   B. Determine unit topic with CT.

VIII. PORTFOLIO
   A. Compile a portfolio
   B. Periodic review should be a part of the University Supervisor’s visit.
   C. Portfolio reviewed in ELEM 4526 seminar.
   D. Portfolio assessed by university supervisor by the last week of all days.
XI. CONFERENCES

A. Be available to the Clinical Teacher each day for informal and formal reflecting.
B. Initiate conferences as needed.

XII. YOUR GRADE

A. University Supervisor will make a minimum of 4 formal observations with progress reports submitted.
B. Progress Report of observations will be reviewed with Clinical Teacher then shared and discussed with the Intern, and used as a basis for summary evaluation.
C. Summary evaluation will be completed by university supervisor and shared with the Clinical Teacher.
Syllabus for ELEM 4325

Intern Seminar: Issues in Elementary Education

Departmental Syllabus

Credit Hours: 1
Co-requisite Course: ELEM 4324

TEXTBOOK

None.

COURSE OBJECTIVES

1. To explore problems and/or issues in elementary education.
2. To draw upon past learning to reflect on concerns arising from the internship experience.

COMPETENCIES

The Intern will:

1. Describe and practice the roles and responsibilities of a teacher as they relate to current problems and/or issues in elementary education.
2. Reflect on his/her internship and adjust performance as a result of the reflection.

IMPORTANT TOPICS

Since this course material will change each semester according to the concerns of students in the internship and will reflect current issues in elementary education, the syllabus is only a sample of what might be covered each semester.

1. Current problems and/or issues in elementary education.
   A. Laws pertinent to teachers.
   B. Being a reflective practitioner.
   C. Roles and responsibilities of the effective teacher.
      1. Manager
      2. Strategic Planner
      3. Diagnostician
      4. Instructional Specialist
      5. Evaluator
      6. Facilitator
      7. Mentor
   D. Other Current Problems
Some topics will be considered as they arise from the internship experience. Efforts will be made to help students draw on past learning in their program to solve problems and reflect on their experiences.

2. Issues of concern to students in the internship.

   A. Planning for Instruction.
   B. Teaching children with special needs.
   C. Classroom management.
   D. Steps to follow in obtaining a teaching position.
   E. Documentation of teaching competencies.

REQUIREMENTS

1. **Mandatory Attendance and Participation:** Prompt attendance is required at all seminars provided by the Office of Clinical Experiences and by the University Supervisor and/or departmental faculty.

2. **Reflections:** Students will reflect on the internship experience with an emphasis on the Intern as a decision-maker. Reflections should follow the reflection cycle.
TEXTBOOK


COURSE OBJECTIVES

1. Review, reflect, and discuss the IMPLEMENTATION strategies of the twelve Discipline Models:
   - Redl & Wattenberg, Kounin, Dreikurs, Ginott, Skinner, Canter, Jones, Albert, Gordon, Glasser, Curwin & Mendler, Colorasa, and Kohn
2. To recognize, identify, understand and cope with behaviors exhibited by students in Senior II Partnership Classroom and School.
3. To practice the strategies for classroom management and organization of elementary classrooms.
4. To connect Discipline Models with classroom behaviors by reflection and to determine a variety of strategies or alternatives for implementation.
5. To review the intern's Personal Discipline Plan for application in their Senior II experience and for revision of the plan for the technology produced portfolio.
6. To examine the impact of diversity in the classroom setting and how it relates to classroom management.
7. To examine management barriers that teachers exhibit in the classroom and determine how to avoid or prevent them.

COMPETENCIES

1. Exhibit competencies in knowledge of discipline models
2. Exhibit competencies in implementation of discipline models in classroom settings
3. Demonstrate an understanding and appreciation of the Teacher’s Role in establishing a safe and disciplined learning environment
4. Exhibit and implement diverse response and alternatives to classroom management situations

STUDENT REQUIREMENTS

1. Reflection on concerns and unexpected events encountered early in their internship related to classroom and school management formally shared in a Socratic method of discussion.

2. Personal Discipline Plan revised and rewritten based on seminar discussions and observations in their Senior II classroom readied for Senior II portfolio, with a written reflection on the revised Personal Discipline Plan.
3. Written scenario, using the reflection cycle, on a classroom management situation observed in the clinical school, during the first four weeks of their internship. The student will match the action observed to one of the Discipline Models studied in 4525. The student will then reflect on the situation and write three alternative (different) actions that could have been used, each action matched with one of the twelve Discipline Models.

4. Presentation of scenario and alternatives to the class.
FORMS

- Internship Information Form
- Senior I Agreement Form
- Elementary Long Range Instructional Plans
  Sample Long Range Plan
- Weekly Schedule
- Application for Licensure
- Absentee Form
INTERNSHIP INFORMATION FORM
FOR
OFFICE OF CLINICAL EXPERIENCES

Each intern must complete this form and return it to the Office of Clinical Experiences (Speight 109) within the first 15 days of Senior I. Once university supervisors have been assigned, your supervisor will use this information sheet as a way to contact you by letter or telephone. This information* must be ACCURATE and LEGIBLE. After completion, you may also fax to 252-328-2361.

Name: _______________________________________________ EDU ID: __________________________

ECU Email Address: __________________________________________________________________________

Senior I Address: _____________________________________________________________________________

___________________________________________________________________________________________ Telephone: _______________________

Senior II Address: _____________________________________________________________________________

___________________________________________________________________________________________ Telephone: _______________________

Permanent Address: _____________________________________________________________________________

___________________________________________________________________________________________ Telephone: _______________________

School Assignment: ________________________________ Grade: _________________________

School Address: _____________________________________________________________________________

___________________________________________________________________________________________ Telephone: _______________________

Principal: ____________________________ Assist. Principal: ____________________________

Clinical Teacher Information

Name: ________________________________________________

Home Address: _____________________________________________________________________________

Home Telephone: __________________________ Have you been trained? _________________________

School Email Address: ________________________________________________________________________

Personal Email Address: ________________________________________________________________________

Planning time for Clinical Teacher: ________________________________________________________________________

*Please notify the Office of Clinical Experiences of any address or telephone number change immediately.
252-328-6051
Sample Senior I Agreement Form

Intern Name: _________________________________ SS#: ___________________________
Clinical Teacher: ________________________________ Term: __________________________
School and County: ________________________________ Grade Level/Subject: ______________

The intern plans to be present in the school with the clinical teacher on the following schedule which equals the equivalent of one day per week (example: every Friday of the fall semester):

Please enter the actual dates and time of attendance:

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade/Level</th>
<th>Subject</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
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<td>Ex: 12/2, 7:30-3:00</td>
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Summary of Senior I Internship Activities

I. The intern observed and/or gathered information to obtain knowledge of:

- Characteristics of students in the class (gender, race, SES, exceptionalities)
- School policies and procedures
- Curriculum (content, instructional programs, pacing guides)
- Assessment (classroom practices, benchmarking assessments)
- Parent involvement and interactions
- Technology resources
- Extracurricular activities
- Classroom management procedures

II. The intern acquired instructional skills by teaching a minimum of 3 lessons (individual, small group, or entire class):

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<tr>
<th>Date</th>
<th>Grade/Level</th>
<th>Subject</th>
<th>Topic</th>
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</table>

III. The clinical teacher and intern participated in a minimum of 3 conferences to review the intern's progress and performance:

| Date | Topic: | |
|------|--------||
| Date | Topic: | |
| Date | Topic: | |

IV. The clinical teacher and intern reviewed the results of the Disposition Survey: Form B - Feedback.

Date ____________ Comments: ________________________ ________________________

Signatures: ________________________________  ____ ___________________________

Clinical Teacher      Intern

Distribution:  White - Senior I Methods Instructor   Canary - Intern
Green - Office of Clinical Experiences  Pink – Clinical Teacher
Goldenrod - Clinical Teacher presents to university supervisor at initial visit
Elementary
Long Range Instructional Plans
(Please list responsibilities in the left-hand column and check the corresponding week)

<table>
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<tr>
<th>DATE</th>
<th>Week 1</th>
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<td>Intern: ___________________________</td>
<td>Clinical Teacher __________________________________</td>
<td>Grade: __________________________</td>
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Instructional Responsibilities


Elementary
Long Range Instructional Plans
(Please list responsibilities in the left-hand column and check the corresponding week)

Intern: Melissa H.  Clinical Teacher: Mrs. Jones  Grade: 4th

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**Instructional Responsibilities**

- **Math**: ✓ ✓ ✓ ✓ ✓ ✓ ❌ ✓ ✓ ✓ ✓ ✓
- **Spelling**: ✓ ✓ ✓ ✓ ✓ ✓ ❌ ✓ ✓ ✓ ✓ ✓
- **Read-Aloud**: ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
- **Social Studies**: ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
- **Science**: ✓ ✓ ✓ ❌ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
- **Guided Read/MIL**: ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

**Other Dates**

- **Half Days**
- **Spring Break**
- **HALF DAYS**
- **ALL DAYS**
- **Half Days**
- **Observations**
**Weekly Schedule**

Intern: ____________________  School: ____________________________
Clinical Teacher: __________________________  Grade: ____________
Date: ___________ 20__  Week of: ___________  Through: ___________

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- **Break**: ________ to ________  All M T W Th F
- **Lunch**: ________ to ________  All M T W Th F
- **P.E.**: ________ to ________  All M T W Th F
- **Art**: ________ to ________  All M T W Th F
- **Music**: ________ to ________  All M T W Th F
- **Library**: ________ to ________  All M T W Th F
- **Planning**: ________ to ________  All M T W Th F
APPLICATION FOR A PROFESSIONAL EDUCATION LICENSE

Name: ______________________   ___________________ ____   __________________________
       Last                        First                    Middle

Address to which License should be mailed:
___________________________________________________________________
___________________________________________________________________

SEX  ____Male    ____Female

RACE  ____American Indian ____Asian ____African American ____Hispanic ____Caucasian ___Other

__________________________   __________
Social Security Number       Date of Birth

STATEMENT OF APPLICANT:

Have you ever had a certificate or license revoked or suspended by any state or other governing body? If yes, attach a statement giving full details and official documentation of the action taken. Yes___No__.

Have you ever been convicted of a crime other than minor traffic violations? If yes, you must submit court documents that indicate judgment and disposition of the case from the court of conviction and an explanation of the incident(s). Yes___No__.

I hereby certify that the information given in this section is correct and true. I understand that the falsification of any statement on this application will constitute grounds for the revocation of my North Carolina teacher license.

_________________________________________                        __________
Applicant's Signature                                                               Date

During Senior II, submit this completed application along with a $55 check made payable to SDPI to the Office of Clinical Experience, Speight 109. Section 3 must be completed and signed. Include your SS# on the check.

SDPI will not process incomplete applications or applications without checks.

Non-degree students are responsible for providing the Office of Teacher Education with copies of all transcripts. Second degree students must provide a copy of transcript from first degree, if completed at an institution other than ECU.
Absence Form

NOTE:
This form must be returned to the Office of Clinical Experiences, Speight Bldg. Room 110 and approved PRIOR to leaving the internship site. Contact will be made only if absence is not approved.

_________________________________   ____________________________ is hereby
Name                                                                            (ECU email address)
authorized to be absent from the internship site on ___________________________ and
Date/Time
return on ___________________________ to go to ___________________________.
Date/Time      Destination

☐ Interview with employing official (prior confirmation required)  ☐ Professional Meetings/Conferences/Workshops (documentation required)
☐ Scheduled medical/health care appointments (documentation required)  ☐ Serious immediate family illness/Death
☐ Attendance in court (documentation required)  ☐ Other: (please explain in remarks) (documentation required)

Remarks:

____________________________________________________________________

____________________________________________________________________

Required signatures prior to faxing to Office of Clinical Experiences

1. ___________________________________________  2 __________________________
   Clinical Teacher                              University Supervisor

3. ___________________________________________
   Principal or Designee, Internship Site

For final approval, fax signed form to (252) 328-2361, Office of Clinical Experiences.
ELEMENTARY INTERN TOOLBOX

• Lesson Plan Format
• Portfolio and Rubrics
• Grading Criteria
• Related Websites
Basic Lesson Plan Format

Grade:     Date:    Time:

Subject/Content Area:

NCSCOS Objective(s):

Lesson Objective:

Materials:

Procedures:
1. Focus/Review

2. Statement of the Objectives

3. Teacher Input

4. Guided Practice

5. Independent Practice

6. Closure

Assessments:
1. Documentation of Student Learning

2. Reflection on Teacher Learning
East Carolina University
Teacher Education
ELEM Portfolio Requirements

1. **Professional Introduction Sheet**: Short resume format

2. **Four Components**: (See Elementary Intern Toolbox – found toward the end of this handbook.)

   **Component A: Instructional Practice Candidate Work Sample**
   
   - Unit Plan with goals related to North Carolina Standard Course of Study
   - 5 lesson plans taught from the unit
   - Related student work
   - Assessment Data (copy of pretests and posttest)
   - Reflection of unit (reflection questions online and INTASC standards)

   **Component B: Classroom Management**
   
   Revised classroom management plan including: classroom rules, daily protocols/routines, intervention strategies, levels of consequences, preventive behavior/motivational techniques, an implementation plan, and directed reflection (reflection questions on-line).

   **Component C: Impact on Student Learning**
   
   Using the pretest and posttest from Component A, data will be analyzed and reflected upon (reflection questions on-line).

   **Component D: Technology Skills**
   
   Signed checklist by EDTC 4001 instructor
   Or
   Hard Copy

   ****Rubric matrices for assessment of portfolio can be found at http://www.ecu.edu/cs-educ/teached/Index.cfm

   ****A sample of student competencies expectations may be viewed on the following page.
Grading Criteria

(1) An “A” Intern

An Intern is entitled to a grade of “A” when evaluators can confidently say that he/she is fully capable of beginning the first year of teaching in a highly successful manner. Work as an intern has been OUTSTANDING. The Intern had vitality and enthusiasm. He/she met all the provisions of the “B” grade in a superior manner. The Intern showed unusual aptitude for handling pupils and for stimulating learning. Moreover, the Intern made him/herself a valuable, though temporary, member of the staff in both the curricular and extracurricular life of the school.

(2) A “B” Intern

A grade of “B” in the internship is indicative of the kind of person that the university is proud to recommend as a beginning teacher. It is an above-average grade but within the reach of any Intern who does a thorough, competent, and imaginative job in the classroom and related programs of the school. It means that the Intern can be expected to solve his/her problems in discipline, classroom management, and curriculum organization. The Intern’s oral communication and written reports are without commonplace grammatical errors. Work is done with promptness, efficiency, and accuracy. The Intern arrives at school on time and avoids letting personal considerations interfere with accepted responsibilities during internship. Specifically, “B” Interns have succeeded in all of the following:

a. Knowledge of subject matter was adequate in the judgment of both the clinical teacher and university supervisor. They demonstrated correct oral and written English skills.

b. An appropriate variety of techniques were used. They reflected knowledge of children and/or adolescents and of psychology of learning.

c. Teaching aids such as computers, bulletin boards, trips, models, movies, slides, filmstrips, cartoons, and maps were used when appropriate to advance the work of the class.

d. Classroom control was efficient but seemed to grow out of the learning situation.

e. Personal qualities of a high caliber were manifested – professional appearance; ability to get along well with others; maturity in social, educational and personal affairs; cooperation; dependability; appropriate and positive attitude toward teaching and toward pupils, parents, and other educators.

f. Lesson plans were carefully made for each lesson taught. They were submitted to the clinical teacher for approval and discussion prior to being taught.
g. Interns were accurate in scoring papers and maintaining records (attendance, grade, etc.), helped with homeroom activities, helped with the curricular activities of the school, and attended professional meetings as part of their normal internship experiences.

(3) A “C” Intern

A grade of “C” in internship means that the Intern has not met all of the qualifications listed for a “B” grade, such as knowledge of the subject matter or classroom control. However, the Intern demonstrates potential for average success as a teacher. He/she should have continued supervision during the first year of teaching.

(4) A “D” Intern

A “D” Intern’s work has been inadequate and he/she is not recommended as a prospective teacher at this time.

(5) The “F” Intern

The “F” Intern clearly demonstrates such a lack of knowledge of the subject matter, the understanding of the principles of learning and of children, and the ability to personally adjust to the teaching situation that he/she is withdrawn before the end of the internship and advised to consider other professions. On rare occasions, the “F” grade may be assigned to an Intern who completes the internship but still fails to achieve minimum standards of performance acceptable for those entering the teaching profession.
WEBSITES

1. Office of Teacher Education-Click *Becoming a Teacher*
   http://www.ecu.edu/cs-educ/
   Click on *Welcome to Teacher Education Handbook*

2. Portfolio Requirements and Rubrics
   http://www.ecu.edu/cs-educ/teached/Index.cfm

3. EDTC 4001 Checklist
   www.coe2.ecu.edu/checklist

4. Elementary Program
   www.coe.ecu.edu/elem

5. Office of Clinical Experiences
   www.ecu.edu/cs-educ/teached/OCE.cfm