Course Title: EDUC 392 – Internship I Experience
Course Time: 
Course Location: 
Instructor Information: 
Dr. Rebecca Gallagher 
277 Cordts PE Center 
301-687-7401 
301-687-7961 (Fax) 
grallagher@frostburg.edu 
Office Hours: 
M 9:00 – 11:00; 1:00 – 1:30 
W 9:00 – 10:00; 1:00 – 1:30 
TTR 9:00 – 9:30 
(Please note the following change in office hours in October when I begin supervising interns; MW 9:30 – 11:30).

Office Hours: Because my office space is too small to allow for appropriate social distancing, office hours will be held virtually. Use the link below to access my virtual office. In the event that you would like to meet with me face-to-face, please email me or discuss this with me after class so that we can arrange a time to meet in an area that allows for social distancing.

Link to Virtual Office Hours: https://frostburg.webex.com/meet/rgallagher

Instructions for Virtual Office Hours: During scheduled office hours, if you attempt to enter my virtual office and receive a message that you need to wait for the host to admit you, this means I am already meeting with someone and will admit you as soon as I am available. If you need to meet outside of scheduled office hours, please send me an e-mail or discuss this with me after class so that we can arrange a time to meet.

Catalog Course Description: Teacher assistantship in elementary and secondary settings. The assistantship requires 60 hours of in-school aide experience at each level. Assignments coordinate with other Phase II courses. Repeatable. Graded as a P/F. Prerequisite: Phase II admission.

Common Unit Assessment: Baseline Lesson Plan

Purpose of the Course: This course is designed as an introduction to the extended practical experience (Internship II). Candidates participate in a twenty-day experience, with approximately one half of the experience at an elementary placement and one half at the secondary placement. During the experiences, candidates will work under the guidance of the mentor teacher by observing, assisting, and teaching health and physical education classes.

Required Text: All Foundations, Health Content, and Block Texts.

Course Outcomes:
<table>
<thead>
<tr>
<th>Objectives: At the end of this course, the Teacher Candidate will</th>
<th>Assessments: Candidate performances will be measured by:</th>
<th>INTASC Standards</th>
<th>SOPHE Standards</th>
<th>SHAPE America Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Know... (Knowledge)</strong></td>
<td></td>
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<tr>
<td>1. Developmentally appropriate content in health education and physical education.</td>
<td>Lesson Plans, Observations</td>
<td>1</td>
<td>3e</td>
<td>1.a 1.b, 1.c, 1.e</td>
</tr>
<tr>
<td>2. Components of an effective benchmark/objective and how to address the NASPE K-12 Physical Education Standards and National Health Education Standards.</td>
<td>Lesson Plans, Observations</td>
<td>7</td>
<td>3d</td>
<td>3.a, 3.b</td>
</tr>
<tr>
<td>3. A variety of teaching strategies, including Mosston’s methodologies, movement exploration, and cooperative learning.</td>
<td>Lesson Plans, Observations</td>
<td>8</td>
<td>3b, 4a, 4b,</td>
<td>3.c, 3.d, 3.e, 3.f</td>
</tr>
<tr>
<td>4. Strategies for addressing multicultural, gender equity, and inclusion concerns.</td>
<td>Lesson Plans, Observations</td>
<td>2</td>
<td>3e</td>
<td>3.b, 3.c, 3.d</td>
</tr>
<tr>
<td>5. The Dimensions of Learning, including the use of graphic organizers and mnemonic devices, and strategies for addressing multiple intelligences.</td>
<td>Lesson Plans, Observations</td>
<td>8</td>
<td>3b, 4a, 4b</td>
<td>3.b, 3.c, 3.d</td>
</tr>
<tr>
<td>6. Assessment concepts, including authentic vs. traditional, formal vs. informal, formative vs. summative, and the use of scoring rubrics.</td>
<td>Lesson Plans, Observations</td>
<td>6</td>
<td>5a, 5b, 5c</td>
<td>5.a, 5.b</td>
</tr>
<tr>
<td><strong>Be able to... (Skills)</strong></td>
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<tr>
<td>1. Write effective lesson plans that follow the FSU format for both health education and physical education.</td>
<td>Lesson Plans</td>
<td>7</td>
<td>3b, 3d, 3e, 3f</td>
<td>3.a, 3.b, 3.c, 3.d, 3.e, 3.f</td>
</tr>
<tr>
<td>2. Develop assessments for all lesson plans and administer assessments from each domain (cognitive, psychomotor, affective) that adequately measure student learning.</td>
<td>Lesson Plans</td>
<td>6</td>
<td>5a, 5b</td>
<td>5.a, 5.b</td>
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<tr>
<td>3. Reflect on a daily basis in order to monitor growth and teacher effectiveness.</td>
<td>Reflections</td>
<td>9</td>
<td>4c</td>
<td>5.c</td>
</tr>
<tr>
<td>4. Participate in PDS activities during each placement.</td>
<td>PDS Checklist</td>
<td>10</td>
<td>6e, 6f</td>
<td>6.a, 6.b</td>
</tr>
<tr>
<td>7. Provide developmentally appropriate K-12 instruction in health and physical education using clear instructional prompts and cues.</td>
<td>Lesson Plans, Observations</td>
<td>1</td>
<td>3e</td>
<td>4.a, 4.b, 4.c, 4.d, 4.e</td>
</tr>
<tr>
<td>8. Demonstrate effective classroom and behavior management skills within the K-12 setting.</td>
<td>Observations; Evaluation Forms</td>
<td>3</td>
<td>4b</td>
<td>4.d</td>
</tr>
</tbody>
</table>

**Express... (Dispositions)**

<table>
<thead>
<tr>
<th>1. Advocacy for the profession of HPE.</th>
<th>Reflections</th>
<th>10</th>
<th>6e, 6f</th>
<th>6.c</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Professionalism at all times, including dress, language, appearance, organization, reliability, responsibility, cooperation, punctuality, behavior, and positive attitude.</td>
<td>Observations; Evaluation Forms</td>
<td>9</td>
<td>6e</td>
<td>6.a, 6.b</td>
</tr>
<tr>
<td>3. Care and understanding for all students.</td>
<td>Observations; Evaluation Forms</td>
<td>1, 2, 3</td>
<td>6b</td>
<td>6.a</td>
</tr>
<tr>
<td>5. Willingness to accept constructive feedback from mentor teachers (including those not specifically assigned to the teacher candidate), school administrators, and university supervisors.</td>
<td>Observations; Evaluation Forms</td>
<td>9</td>
<td>6e, 6f</td>
<td>6.a, 6.b</td>
</tr>
</tbody>
</table>

**Evaluation of Student Achievement:**

1. **Observations:** Candidates will be observed a minimum of two times (one at each placement) by the university supervisor or other HPE faculty. Observations will be
announced. A copy of the lesson plan for the teaching experience should be available to the university supervisor or HPE faculty observer upon his or her arrival. One of the two lesson plans will serve as the **Baseline Lesson Plan** for purposes of accreditation and must be completed in Taskstream. The directions and corresponding rubric for the Baseline Lesson Plan are available on Taskstream.

2. **Completion of 20+ days in a public school with a SPDS teacher**: The twenty or more days will generally run from Monday, March 29th to May 7th. Candidates are to complete and submit timesheets for documentation of completing the twenty or more days.

Because of the current challenges, candidates will be required to complete more than 20 days during their Internship I experience. Unless otherwise stated by the supervisor, candidates must complete the exact number of days scheduled for their internship I experience. As such, candidates who miss a day due to illness or outside activities will be required to make up the missed day regardless of whether it exceeds the 20-day requirement set forth by the State of Maryland. The mentor teacher, intern, and supervisor should all be involved in arranging the make-up date.

3. **Completion of the following forms** (to be submitted to the University Supervisor *NO LATER THAN May 7th*).
   - Timesheets for each placement with:
     - cover page and all appropriate signatures;
     - total hours completed; and
     - total days completed.
   - **Education 391/392 Field Studies evaluation form** (to be completed by Mentor Teacher)
   - **Professional Dispositions and Responsibilities Rating Form**

4. **End of the Semester Meeting**: At the conclusion of the internship experience, candidates are required to attend a **mandatory** meeting with the supervisor to submit all required documents. Candidates who fail to attend this meeting will receive an incomplete grade for the course.

All requirements will be evaluated on the following scale unless otherwise stated:

- Unacceptable – below standard level for a teacher intern
- Acceptable – at standard level for a teacher intern
- Target – above standard level for a teacher intern

**Grading:**
This is a Pass/Fail course. All course requirements must be completed at or above the “acceptable” level in order for the teacher candidate to pass the course.

**Course Policies:**
1. **Course Calendar:** EDUC 392 will follow the same calendar that is issued by the Office of Field Experiences. HPE interns will be informed of additional meetings or activities by the university supervisor. *Under no circumstances will the intern be allowed to finish before the last scheduled day of the internship!*

2. **Attendance:** Your internship experience is the culminating experience of your entire education at Frostburg. Completion of the internship experience is not only a requirement for completion of this program, but it is also a requirement set forth by the Maryland Department of Education. As such, you may not be absent from a scheduled school day for any reason, unless approval has been granted in advance by the **University Supervisor**. Examples of absences that **may** be permitted during the internship experience include: contagious illness, death in the family, emergency situations and, in some situations, activities affiliated with the University. Examples of absences that **may not** be permitted during the internship experience include: job-related absences, mild illnesses, weddings, and some activities affiliated with the University. All requests for absences will be considered on a case-by-case basis. If approval for an absence is granted, you must contact the school principal, your mentor teacher, the Office of Clinical and Field Experience at FSU (301-687-3087) to inform them of your absence. An absence from the internship experience without advance approval from the University Supervisor may result in a failure of the internship experience (EDUC 392). If an absence occurs, you must complete a “Make-Up Day Approval Form” to document the absence.

3. **Arrival/ Departure Time:** You MUST arrive to school at the time designated by your mentor teacher and remain until the end of the school day. Note that the school day ends when all teachers are dismissed, not when your classes are finished. For example, you may not leave early just because the last period of the day is a planning period. If notified IN ADVANCE, the university supervisor MAY grant an exception to this policy on a case-by-case basis. Permission must be granted by both the University Supervisor AND the Mentor Teacher (permission from the mentor teacher alone is not acceptable – and vise-versa). Please be aware that exceptions will not be granted in order for you to go to work, or to attend practice for an athletic team. If you plan on holding a job or participating on an athletic team during your internship, it must not interfere with your responsibilities as an intern! Arriving late or departing early from the school may result in a failure of the internship experience (EDUC 392).

4. **Permission for Pictures** – Pictures and/or videos of the students may not be taken without first receiving parental permission. Please see me if you need further details about this requirement.

5. **Social Media** – Classroom experiences should not be described nor should pictures from classroom experiences be posted to a candidate’s social media accounts or shared with others through personal social media outlets.
6. **Use of Canvas** – All teacher candidates must use Canvas to receive and/or submit assignments.

7. **Taskstream** – Students are required to purchase and use Taskstream to complete major assessments in this course. Any student who fails to purchase Taskstream will be administratively withdrawn from the course.

8. **Professionalism:** In addition to the qualities listed above, you will also adhere to the following code of professional ethics:

   - **Dress** – Appropriate teaching attire should be worn at all times. You do not have to wear the FSU polo shirts every day, but you must wear a collared shirt or other professional attire. Sandals, cut-offs, t-shirts, jeans, hats (unless appropriate and worn outside to protect against the sun), and clothing with holes are NOT appropriate. This includes days in which students are not **scheduled to be in the building**! When teaching in the health classroom or attending any special functions (professional day, PTA meeting, etc.), professional business attire is expected.

   - **Personal Appearance** – Maintain a conservative appearance, including hairstyles and grooming. Remember that you are trying to make a positive impression, and while a shaggy beard or exposed tattoos do not mean you are a bad teacher, they might unfortunately leave a more lasting impression than what you taught that day. Put yourself in the best possible position to receive a strong letter of recommendation for employment!

   - **Drug Policy** – All Maryland and West Virginia schools are substance-free zones.

   - **School Policies** – Learn and adhere to all school policies. Violation of school policies could result in failing this course and, therefore, neither graduating nor gaining teacher certification.

   - **Behavior/Language** – Certain unprofessional behaviors are obviously not going to be tolerated, and it is good to be reminded of these behaviors. You are a role model to the students. Refrain from using inappropriate language, relegate any “vices” to the weekends, and refer to all teachers and interns by their appropriate names (Mr., Ms., etc.). It is common to see your students at local stores and other public places. As a teacher, your personal life is not always protected, so consider this when you are out in public. Again, you want to make a positive impression this semester!

   - **Meeting Deadlines** – All assignments and required forms must be submitted to the university supervisor on or before the due date. **Missing deadlines is extremely unprofessional!** Such behavior will be noted in evaluations and letters of recommendation. Repeat offenders will be subject to a conference with university officials and may be removed from the course with a failing grade.
9. **Mask Use and Other Expectation from the Social Compact:** Your health and safety are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact. Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others. The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations.

10. **Confidentiality and Mandatory Reporting** – Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project. Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments. If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.