

Handbook for TEAM K-6 and ECU Internships



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INTRODUCTION

The purpose of Internships I, II, and III (TEAM) is to provide an opportunity for initial candidates to obtain experience in the teaching and assessment of social studies, reading and language arts, mathematics, and science. The purpose of Internships I, II, and II (ECU) is to provide an opportunity for candidates to obtain experience in the teaching and assessment of art, music, health/P.E., social studies, language development, math and science. The Correction of Reading Disabilities Internship focuses on application of phonemic awareness, phonics and other work skills, fluency, vocabulary, and comprehension skills and related aspects of reading instruction by tutoring, under supervision, a child with reading deficiencies.

Goal

The goal of Teacher Preparation is to prepare educators to meet the needs of learners in a variety of settings. This goal is addressed through effective advising, quality teaching and interaction, conducting and disseminating scholarly activity, and service within the university system, the community and the field. This goal is most effectively achieved in a collegial educational and administrative environment.

Vision

The education unit promotes the vision that: “Professional educators prepared at Fort Hays State University will have the knowledge, skills, and commitment to ensure excellence in teaching while actively investing in their own professional development.”

Teacher Preparation Mission

Fort Hays State University prepares professional educators in a liberal education that combines an appreciation for pedagogical theory and research in a supportive environment for diverse learners. The professional educator integrates technology in the learning experience, uses multiple assessment and diagnostic techniques, and utilizes reflection as a tool for self-growth while assuming a professional role within the organizational system of the school.

Terminology

Candidate is any student who has been admitted to FHSU in an education program of study.

Cooperating School is a K-6 school or early childhood setting which helps provide professional experience in the teacher education program.

ECU stands for Early Childhood Unified and is a program offered through the Teacher Education Department at Fort Hays State University.

Internship is an opportunity for candidates to obtain experience in the teaching and assessment of the internship content area under the supervision of a FHSU supervisor and a quality mentor teacher in a cooperating school

Mentor Teacher is a teacher from a cooperating school or early childhood setting who mentors and supervises the candidate in a cooperating school setting.

Supervisor is the university departmental personnel who will observe and advise the candidates in their internship setting.

TEAM K-6 identifies the Elementary Education program offered both on-campus and virtually through the Teacher Education Department at Fort Hays State University.



The conceptual framework for professional educators at Fort Hays State University is defined in terms of the seven goals enumerated below under the heading of “The Professional Educator” in coordination with the Kansas State Department of Education (KSDE.)

The Professional Educator

- Goal I:** **The Professional Educator is liberally educated.** The Professional Educator develops the capacity and disposition to draw on diverse resources from the liberal arts and sciences to answer complex questions based on ethical considerations. S/he develops the capacity and disposition for self-criticism, healthy living, and an understanding of the importance of diversity. {KSDE Professional Education Standards: 6, 7, 11 and 13; Dispositions 1, 3, 4, 5, and 6}
- Goal II:** **The Professional Educator assumes a professional role within the organizational system of the school.** The Professional Educator interprets and implements regulatory, professional, and ethical standards, utilizing the resources from professional organizations and the knowledge bases from social, historical, and philosophical foundations. {KSDE Professional Education Standards: 10; Disposition 6}
- Goal III:** **The Professional Educator combines an understanding of relevant academic disciplines with an appreciation for pedagogical theory and research.** The Professional Educator develops teaching strategies based on the unique structure and method of inquiry of her/his particular discipline and current research-based pedagogy. {KSDE Professional Education Standards: 1, 2, 4, 6 and 7; Dispositions 1, 4, 5, and 7}
- Goal IV:** **The Professional Educator respects and values all persons and provides a fair and equitable learning environment for all learners.** The Professional Educator implements teaching strategies and curriculum designs that accommodate the special needs of individual learners as well as the cultural differences that emanate from a multicultural environment in a global society. {KSDE Professional Education Standards: 3 and 5; Dispositions 1, 2, 3, 4, 5, 6, and 7}
- Goal V:** **The Professional Educator integrates appropriate technology into the educational process.** The Professional Educator demonstrates a knowledge of educational technology in planning, designing, delivering, and evaluating effective learning experiences. {KSDE Professional Education Standards: 12; Dispositions 5 and 7}
- Goal VI:** **The Professional Educator demonstrates knowledge and use of multiple assessment and diagnostic techniques.** The Professional Educator utilizes the appropriate measurement theories and a variety of information sources in evaluating the educational needs and achievements of all students. {KSDE Professional Education Standards: 8; Disposition 5}
- Goal VII:** **The Professional Educator utilizes reflection as a tool for self-growth, program assessment, and instructional effectiveness.** The Professional Educator uses self-reflection as well as the reflection of others such as peers, mentors, students, supervisors, and parents to effect positive changes in curriculum, instruction, and classroom management. {KSDE Professional Education Standards: 9 and 13; Dispositions 5 and 6}

MATHEMATICS INTERNSHIP

Objectives, Conceptual Framework, and KSDE Elementary Education Program Standards

Objectives	Conceptual Framework	KSDE Elem. Ed. Program Standards
1. Utilize effective communication processes: listening, good grammar and sentence structure in oral work; nonverbal skills that enhance learning and scientific writing	Goals I, II, V	6 k, d, p
2. Demonstrate professionalism through regular attendance, timely preparation and thoughtful, ethical reflection		
3. Examine, describe, and compare various classroom teaching and learning styles, and their influential impact on mathematics and science achievement	Goals I, II, IV, VII	1 9, 10 k, d, p
4. Investigate classroom climate and effects on learning mathematics and science		
5. Learn to reflect at an increasingly higher level on observations made in field experiences and simulations pertaining to mathematics and science instruction	Goals II, III, IV, V, VI, VII	6, 10, k, d, p
6. Implement learning adjustments to meet the needs of diverse learners		
7. Use assessment strategies to complement mathematics and science instruction		
8. Use technology enhanced lessons to teach mathematics		
9. Coordinate instruction and assessment with state/district grade level objectives	Goals I, III, IV, V, VI, VII	2, 3, 6, 9, 10 k, d, p
10. Use classroom management techniques that foster instruction		
11. Create, teach, and assess hands-on science using scientific investigation	Goals II, VI, VII	
12. Create, teach, and assess hands-on mathematics activities		9 k, d, p
13. Use technology enhanced lessons to teach science	Goals III, IV, V, VI, VII	
	Goals III, VI, VII	1, 2, 3, 4, 9

	Goals III, V	4, 7, 8, 9
	Goals II, VII	3, 6, 7, 8, k, d, p
	Goals II, IV, VII	1, 2, 3, 4, 7, 8, 11, 12, k, d, p
	Goals III, IV	1-9, 10 k, d, p
	Goals III, IV	1-4, 7-9 k, d, p
	Goals I, III, V	1-4, 7-9 k, d, p
		3, 6, 7, 8 k, d, p 1-4, 7-12 k, d, p 6

(k-knowledge, d-disposition, p-performance)

READING AND LANGUAGE ARTS INTERNSHIP

Objectives, Conceptual Framework, and KSDE Elementary Education Program Standards

Objectives	Conceptual Framework	KSDE Elem. Ed. Program Standards
1. Utilize effective communication processes: proper grammar and sentence structure, appropriate penmanship for grade level, and body language that promotes time on task.	Goals I, II, III	6 k, d, p
2. Demonstrate professionalism through regular attendance, ethical behavior, confidentiality, and timely preparation of lessons.		
3. Examine, describe, and compare various classroom teaching and learning styles, as they pertain to reading and language arts instruction.	Goals I, VII	1 k, d, p
4. Investigate classroom climate of individual, small group and whole group instruction and effects of learning.		
5. Learn to reflect at an increasingly higher level on observations made in field experiences and simulations pertaining to reading and language arts instruction and assessment.	Goals II, III, IV,	6, 10, k, d, p
6. Use assessment of reading and language arts in a meaningful manner		
7. Utilize knowledge of language development to instruct elementary children		
8. Use research-based strategies to teach reading	Goals II, III, IV, VI, VII	2, 3, 6, 9, 10 k, d, p
9. Use research-based strategies to teach writing		
10. Use research-based strategies to teach language arts		
11. Implement learning adjustments to meet the needs of diverse learners	Goals II, IV, VII	9 k, d, p
12. Use technology enhanced lessons to teach language arts		13 k, d, p
13. Coordinate instruction and assessment with state/district grade level objectives		

	Goals I, III, VI,	1-4; 5; 7-9 k, d, p
	Goals III, IV	1-4; 5; 7-9 k, d, p
	Goals I –VII	1-4, 5; 7-9, 13 k, d, p
	Goals I-VII	1-4, 5, 7-9, 13 k, d, p
	Goals I-VII	1-4; 5; 7-9, 13 k, d, p
	Goals III, IV	1-4, 5; 7-9 k, d, p
	Goals III, I	1-4, 5, 7-9,
	Goals II, VI, and VII	12 k, d, p

(k-knowledge, d-disposition, p-performance)

SCIENCE INTERNSHIP

Objectives, Conceptual Framework, and KSDE Elementary Education Program Standards

Objectives	Conceptual Framework	KSDE Elem. Ed. Program Standards
1. Utilize effective communication processes: listening, good grammar and sentence structure in oral work; nonverbal skills that enhance learning and scientific writing	Goals I, II, V	6 k, d, p
2. Demonstrate professionalism through regular attendance, timely preparation and thoughtful, ethical reflection		
3. Examine, describe, and compare various classroom teaching and learning styles, and their influential impact on mathematics and science achievement	Goals I, II, IV, VII	1 9, 10 k, d, p
4. Investigate classroom climate and effects on learning mathematics and science		
5. Learn to reflect at an increasingly higher level on observations made in field experiences and simulations pertaining to mathematics and science instruction	Goals II, III, IV, V, VI, VII	6, 10, k, d, p
6. Implement learning adjustments to meet the needs of diverse learners		
7. Use assessment strategies to complement mathematics and science instruction		
8. Use technology enhanced lessons to teach mathematics	Goals I, III, IV, V, VI, VII	2, 3, 6, 9, 10 k, d, p
9. Coordinate instruction and assessment with state/district grade level objectives		
10. Use classroom management techniques that foster instruction	Goals II, VI, VII	9 k, d, p
11. Create, teach, and assess hands-on science using scientific investigation		
12. Create, teach, and assess hands-on mathematics activities		
13. Use technology enhanced lessons to teach science	Goals III, IV, V, VI, VII Goals III, VI, VII	1, 2, 3, 4, 9

	Goals III, V	4, 7, 8, 9
	Goals II, VII	3, 6, 7, 8, k, d, p
	Goals II, IV, VII	1, 2, 3, 4, 7, 8, 11, 12, k, d, p
	Goals III, IV	1-9, 10 k, d, p
	Goals III, IV	1-4, 7-9 k, d, p
	Goals I, III, V	1-4, 7-9 k, d, p
		3, 6, 7, 8 k, d, p
		1-4, 7-12 k, d, p 6

(k-knowledge, d-disposition, p-performance)

SOCIAL STUDIES INTERNSHIP

Objectives, Conceptual Framework, and KSDE Elementary Education Program Standards

Objectives	Conceptual Framework	KSDE Elem. Ed. Program Standards
1. Utilize effective communication processes: listening, writing, verbal and nonverbal skills, evident in a classroom setting. Good grammar and sentence structure must be evident in all oral and written work.	Pedagogy (III)	1 k 1, 4, 5, 6 1 p 2, 5
2. Demonstrate professionalism through regular attendance, ethical behavior, confidentiality, and timely preparation of lessons.	Professional Educator (II)	1 k 6; 1 p 1
3. Examine, describe, and compare various classroom teaching and learning styles, and their influential impact on learning social studies.	Pedagogy (III)	1 k 3; 7 p 4
4. Investigate classroom climate and its effects on learning social studies.	Diverse Learners (IV)	7 k 3; 7 p 4
5. Demonstrate increased reflection on field experiences and simulations in both written and oral presentations.	Assessment (VI)	8 k 1-4; 8 k 1-3
6. Use effective teaching/learning strategies while teaching social studies.	Reflection (VII)	7 k 3; 7 p 4
7. Implement learning adjustments to meet the needs of diverse learners.	Liberal Education (I)	1 k1; 1 p 2, 3
8. Use assessment strategies to complement instruction.	Pedagogy (III)	4 k 1-13; 4 p 1-9
9. Use technology enhanced lessons to teach social studies.	Diverse Learners (IV)	1 k 4, 8, 9; 4 k 1, 2
10. Coordinate instruction and assessment with state/district grade level objectives	Assessment (VI)	

	Technology (V)	8 k 1-3; 8 p 1-3 1 p 6, 7, 8; 4 p 1
	Pedagogy (III)	7 k 1-4; 7 p 1-6
	Assessment (VI)	1 p 5 4 k 10; 4 p 4, 7 1 p 2, 3, 6

(k-knowledge, d-disposition, p-performance)

CORRECTION OF READING DISABILITIES INTERNSHIP

Objectives	Conceptual Framework	KSDE Elem. Ed. Program Standards
1. To administer, record, and analyze formal and informal instruments of assessing reading and writing strengths and needs of individual children.	Diverse Learners (IV) Assessment (IV)	Language Arts (1) Assessment (7)
2. To design, plan, and administer an appropriate literacy program based on diagnostic evidence obtained through the assessment tools and background information.	Liberally Educated (I) Diverse Learners (IV) Reflection (VII)	Language Arts (1) Assessment (7)
3. To select appropriate remedial material and teaching strategies for instruction of the individual child.	Pedagogy (III) Diverse Learners (IV) Technology (V)	Language Arts (1)
4. To create and implement lesson plans based on targeted standards, document and reflect on lessons, which include integrating subjects such as math, social studies, science, art music, physical education, health, and technology.	Liberally Educated (I) Pedagogy (III) Diverse Learners (IV) Technology (V) Reflection (VII)	Language Arts (1)
5. To provide a Fort Hays State University Performance Assessment of the individual	Professional Role (II) Pedagogy (III) Diverse Learners (IV)	Language Arts (1)

child which includes: a) contextual information and learning environment; b) learning goals and objectives; c) instructional design and implementation; d) demonstration of integration skills; e) analysis of classroom learning environment; f) analysis of assessment procedures; and g) reflection and self-evaluation.	Technology (V) Assessment (VI) Reflection (VII)	
6. To modify the designed program continuously according to the evaluation and observation of the progress of the student.	Professional Role (II) Pedagogy (III) Technology (V) Assessment (VI) Reflection (VII)	Language Arts (1)
7. To provide learning environment with activities that motivates the child, relates lessons to personal interests, allows choices and encourages questioning.	Pedagogy (III) Diverse Learners (IV)	Language Arts (1)
8. To provide documentation and reflection of instruction and student progress such as a student portfolio to communicate progress to parents, teachers, and peers.	Liberal Education (I) Professional Role (II) Pedagogy (III) Diverse Learners (IV) Assessment (VI) Reflection (VII)	Language Arts (1)
9. To demonstrate knowledge of concepts of literacy including reading, writing, speaking, viewing, listening and thinking skills and apply skills to the instructional process.	Pedagogy (III) Assessment (VI)	Language Arts (1)
10. To demonstrate the ability to integrate parent/guardian/family member involvement into reading tutoring experience.	Professional Role (II) Pedagogy (III) Assessment (VI) Reflection (VII)	Language Arts (1) Assessment (7) Learner Characteristics (8)

BIRTH TO AGE 3 INTERNSHIP

Course Objectives	ECU State Standards	Conceptual Framework
1. Design a curriculum which encourages children to learn by doing through experimentation, exploration and discovery while building self-control and a positive self-image in areas of music, art, P.E. and health (Assessment 4)	#3, #5, #12, #13	#3, #4
a. Identify and use selection criteria for teaching materials and curriculum evaluation tools in the areas of music, art, P.E. and health (Assessment 4)	#12, #13	#3, #4
b. Design and implement long and short term instructional plans and use instructional methods in the least restrictive environment for all learners.	#1, #2, #3, #4, #5, #6, #12, #13	#1, #3, #4, #5, #6, #7
c. Design a curriculum which is child-centered while being sensitive to and supportive of the development, age and experiences of young children individually and in a classroom community. (Assessment 4)	#3, #5, #6	#3, #4
2. Develop an understanding of how young children learn through observation.	#3, #7	#3, #4
3. Design developmentally appropriate individual and group activities in the areas of music, art, P.E. and health. Demonstrate understanding of differentiated instruction when developing the unit (Assessment 4)	#12, #13	#3
4. Plan an environment for children with special needs or learning styles.	#3, #4, #5, #6, #12, #13	#1, #3, #4, #5, #6, #7
5. Plan, implement and evaluate the learning environment and curriculum to maximize learning potential. (Assessment 4)	#3, #4, #5, #6, #12, #13	#1, #3, #4, #5, #6, #7

6. Analyze and reflect on each childhood curricular issues, teaching practices and assessment as presented in professional literature	#3	#3, #6, #4, #7
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(k – knowledge, d – disposition, p--performance)

AGES 3 TO 5 INTERNSHIP

Course Objectives	ECU State Standards	Conceptual Framework
1. Develop a young child's appreciation of the aesthetic world through the use of expression and experience. a. Demonstrate the ability to use a wide variety of techniques to experience, study, and understand the natural and physical world.	#12, #10 #k, p	#4, #1
2. Demonstrate skills in integrating subject areas such as mathematics, science, social studies, reading and language arts	#8, #9, #10, #11 k, p	#1
a. Demonstrate how to support the development of the initial skills of inquiring, observing, generalizing, experimenting, discovering, classifying, verifying, and quantifying	#6, #9 k, p	#1, #3
3. Identify ways to support verbal and non-verbal communication in young children and early literacy development	#6, #8 k, p	#1, #3
a. Develop the skills in teaching pre-reading skills and develop reading readiness in young children	#6, #8 k, p	#1, #3
4. Demonstrate the ability to use a wide variety of media, technology and computer resources in the early childhood classroom	#10 k, p	#5
5. Design and implement long and short term instructional plans and use instructional methods in the least restrictive environment for all learners	#3, #5, #6 k, p	#1, #3, #4,
a. Implement an anti-bias curriculum	#1, #2, #3, #6 k, p	#1, #3, #4
6. Implement an open and creative learning environment: active involvement,	#3, #5, #6	#3, #4

experience-based learning, and individualization	k, p	
a. Develop a classroom design and educational program that promotes safe, effective, and relevant learning experiences that motivate young learners	#1, #3, #6 k, p	#3, #4
7. Relate concepts to the level and life experiences of the candidate	#1, #3, #6 k, p, d	#3, #4
8. Identify and use typical screening, diagnostic, and readiness tests, reporting techniques, selection criteria for teaching materials and teacher and curriculum effectiveness evaluation tools	#1, #2, #3, #4 k, p	#1, #3, #6
9. Recognize inappropriate behaviors and use effective management techniques	#1, #3, #5, #6 k, p	#3, #4
10. Demonstrate the skills to support the socio-emotional development and social relations in young children	#1, #3, #5 k, p	#3, #4, #7
a. Create and teach lessons that help children develop the intellectually and physically, and that promote health and safety, mental health, and the development of a positive self-concept	#1, #3, #5, #13 k, p	#3, #4, #7
11. Develop the professional skills that future employers are looking for in their prospective employees	#7 k, p, d	#2, #7
12. Apply skills learned through their program of study in an actual work experience	#7 k, p, d	#2, #7
13. Build a supportive climate for family involvement	#1, #2 k, p	
14. Understand alternative ways for administering and organizing early childhood programs	#1, #3, #5 k, p	#2, #3, #4, #7

(k – knowledge, d – disposition, p--performance)

KSDE ELEMENTARY EDUCATION PROGRAM STANDARDS

(Full standards, including knowledge and performance levels are available at: www.ksde.org)

Standard #1: The elementary teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard #2: The elementary teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #3: The elementary teacher knows, understands, and uses fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard #4: The elementary teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies and the integrated study of history, geography, the social sciences, and other related areas to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard #5: The elementary teacher can design, implement, and evaluate arts experiences that a developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #6: The elementary teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

Standard #7: The elementary teacher knows, understands, and uses formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student.

Standard #8: The elementary teacher uses his or her understanding of children's characteristics and needs and of multiple interacting influences on children's development and learning to create environments that are healthy, respectful, supportive and challenging for all students.

KSDE EARLY CHILDHOOD UNIFIED STANDARDS

(Full standards, including knowledge and performance levels are available at www.ksde.org)

Standard #1: The birth through third grade teacher understands and respects families as the primary decision-maker for general education and exceptional students and assures that services are family-focused and culturally sensitive.

Standard #2: The birth through third grade teacher meets the unique needs of general education and exceptional students and families within communities.

Standard #3: The birth through third grade teacher possesses a high level of professional skills and knowledge about how general education and exceptional students develop and learn.

Standard #4: The birth through third grade teacher uses a variety of informal and formal assessment strategies in collaboration with other professionals and family members to plan and individualize curriculum, instruction, interventions, and transitions for general education and exceptional students.

Standard #5: The birth through third grade teacher establishes, maintains, and promotes physically, psychologically safe and healthy learning for general education and exceptional students in their natural environments (home, community and/or school).

Standard #6: The birth through third grade teacher collaborates with the family and other professionals to design a developmentally appropriate and research-based curriculum that meets the unique needs, capabilities, and interests of general education and exceptional students.

Standard #7: The birth through third grade teacher has experiences in varied settings.

Standard #8: The birth through third grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.

Standard #9: The birth through third grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Standard #10: The birth through third grade teacher knows, understands, and uses fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy for all students.

Standard #11: The birth through third grade teacher knows, understands, and uses the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote all students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Standard #12: The birth through third grade teacher can design, implement, and evaluate arts experiences that are developmentally appropriate, meaningful and challenging for all students, that lead to positive learning outcomes, and that develop positive dispositions toward artistic explorations and expression.

Standard #13: The birth through third grade teacher knows, understands, and uses the major concepts of health education and human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all students.

COURSE OUTLINE FOR TEAM AND ECU INTERNSHIPS I, II, III

Instructional Method

The course will be conducted as a field experience. Interns will be placed in an elementary school classroom or early childhood setting with a mentor teacher. They will be observed on a regular basis by a university supervisor as they work to achieve competency in teaching.

Course Format

Each internship experience requires candidates to assist in an elementary classroom in the **content area of their internship** as follows:

Elementary Education Program (TEAM)

- TEEL 377 Internship I-Mathematics - 2 days a week, one hour and 15 minutes of academic time each day
- TEEL 378 Internship II-*Reading & Language Arts* - 2 days a week, one hour and 15 minutes of academic time each day
- TEEL 478 Internship III-*Social Studies* - 2 days a week, 40 minutes of academic time each day
- TEEL 478 Internship III-*Science* – 2 days a week, 40 minutes of academic time each day

Early Childhood Unified Program (ECU)

- TEEC 336 Internship I-*Birth to age 3* – 2 hours and 30 minutes with a service provider each week
- TEEC 341 Internship II-*Ages 3 to 5* - 2 days a week, one hour and 15 minutes of academic time each day
- TEEC 376 Internship III-*Kindergarten to Grade 3* – 2 days a week, one hour and 15 minutes of academic time each day

This internship will take place throughout the **entire semester** (approximately 14 weeks). A **minimum of forty hours of field time** spread throughout the semester is required for each experience. Concepts and skills learned in the methods course should be utilized in the field experiences. Admission to Teacher Education and concurrent enrollment in the corresponding methods course are required. The course is delivered face-to-face (F2F) and online (VC) with interaction through blogs, podcasts, vodcasts, and webcams. ***ANY DEVIATIONS FROM THE COURSE FORMAT MUST BE APPROVED AND DOCUMENTED BY DR. TAGGART, DEPARTMENT CHAIR FOR THE TEACHER EDUCATION DEPARTMENT. REQUESTS TO DEVIATE MUST BE PRESENTED IN WRITING AND CANDIDATES MUST COMPLETE THE REQUEST TO DEVIATE FORM.***

Placement

FHSU faculty members will place each initial candidate in a birth to age 8 or K-6 classroom with a mentor teacher. Mentor information is used to create an internship placement-tracking matrix that shows the intern's name, school, mentor, grade level, days and times of internship, and supervisor. The goal is to provide a variety of unique internship placements in terms of grade levels, mentors, locations, and subject areas taught. Virtual candidates will be placed in or near of their hometown. On-campus candidates will be placed at a cooperating school in Hays, Kansas. Virtual candidates must complete Form L-1 *and* Form L-2 before FHSU department personnel can place them. On-campus candidates must complete Form L-1 before FHSU departmental personnel can place them. Candidates will receive these forms via email prior to the start of the internship. All placement information will be typed into an Excel spreadsheet and submitted to the Director of Field Experience for tracking purposes.

Technology Requirements for Candidates

Each candidate is required to have: Internet access, an e-mail account, iTunes, web camera, most recent version of Skype, and Microsoft Office (Word, Excel, and PowerPoint) for this course. As mandated by the FHSU Two-Year Mobile computing Initiative (2005), "All incoming and currently enrolled students have in their possession one of two (PC or Apple) university-specified laptops." The following are the minimum technical requirements for candidates:

- Access to most recent version of Skype
- 500 MHz Pentium Processor, or G4 or higher
- 128 MB of RAM
- 150 MB of free hard drive space
- Sound card and speakers
- 8X CD-ROM drive
- 56 K modem (or faster)
- 800x600 Resolution
- Internet access and an e-mail account
- Web browser and certain plug-ins (depending on the course)
- Operating System: Microsoft Windows XP or Mac OS X (or higher)

CANDIDATE REQUIREMENTS FOR TEAM AND ECU INTERNSHIP I, II, AND III

Requirements Before the Start of Internships

1. Admission to Teacher Education
 - a. Candidates who do not hold a bachelor's degree must have achieved a cumulative 2.75 GPA including a minimum of 36 hours of General Education credit.
 - b. Candidates who hold a bachelor's degree from a regionally accredited college or university must have achieved a 2.75 GPA on the last 60 hours of college credit.

- c. Candidates who do not hold a bachelor's degree must have PPST scores of Math 172, Writing 172, and Reading 173 **OR** have ACT scores of 22 in Math-Total Score, English-Total Score, and Reading-Total Score. If a candidate does not achieve a score of 22 in one of those areas of the ACT, the candidate may meet the requirement in that area by achieving a passing score on the PPST in the corresponding area.
 - d. Candidates must have completed the following courses with a grade of "C" or higher: English Composition I, English Composition II, Fundamentals of Oral Communication, College Algebra or higher, and Elements of Statistics.
 - e. Candidates must have completed the following pre-professional education courses with a grade of "C" or higher: Foundations of Education, Human Growth and Development, and Children's Literature (elementary and early childhood) and Professional Practice and Observation (elementary).
 - f. To complete the Application for Admission to Teacher Education, the candidate must provide two recommendation forms: it is recommended that one be from a faculty member in the candidate's department and the other be from an individual who has supervised the candidate.
2. Enroll in concurrent internship and methods courses
- TEAM Candidates:
- a. If enrolled in Internship I, also enroll in TEEL 362: Mathematics Methods
 - b. If enrolled in Internship II, also enroll in TEEL 365: Reading & Language Arts Methods
 - c. If enrolled in Internship III, also enroll in TEEL 363: Elementary School Social Studies Methods AND TEEL 361: Elementary School Science
- ECU Candidates:
- a. If enrolled in Internship I, also enroll in TEEC 340: Creative Expression Methods
 - b. If enrolled in Internship II, also enroll in TEEC 365: Curriculum in Early Childhood
 - c. If enrolled in Internship III, also enroll in TEEL 365: Reading & Language Arts Methods
- 3. Complete FORM L-1 and FORM L-2
 - 4. Complete FORM M and FORM N (Background Check and Waiver—see Appendix) found in Blackboard
 - 5. Submit a copy of a TB Skin Test (must be within the past four years)
 - 6. View Bloodborne Pathogens video each semester and submit test in Blackboard. Information to view can be found in Blackboard.
 - 7. View Confidentiality video each semester and complete certificate to be placed in file. Both video and certificate can be found in Blackboard.

Requirements throughout the Internship

- 1. Read course syllabus located in Blackboard.
- 2. Attend the internship meetings (On-campus candidates need to attend the internship meetings held on-campus and virtual candidates need to listen to or view the meetings online). Meeting dates can be found on the Internship Blackboard site.
- 3. Submit all assignments, activities, and projects on time in Blackboard. All materials **MUST** be submitted to receive an A for the internship (see the scoring rubric in the syllabus).

4. By the time a candidate submits an application for student teaching, he/she **must** have a credential file with the Career Services office at FHSU.
(<http://www.fhsu.edu/career/edregistration.shtml>)
5. Schedule formal observations with the mentor teacher and FHSU supervisor to determine presentation date(s).
6. All candidates must complete one service learning extra curricular activity during the semester (Refer to syllabus for requirements).
7. TEAM candidates: Retain a copy of Forms A and C for the future.

MENTOR TEACHER REQUIREMENTS FOR TEAM AND ECU INTERNSHIP I, II, AND III

Requirements throughout the Internship

1. Mentor and supervise the candidate in the cooperating school setting for 40 hours of field time spread throughout the semester. Depending on the internship, time spent in the classroom is as follows:
 - a. Mathematics - 2 days a week, one hour and 15 minutes of academic time each day
 - b. Reading and Language Arts - 2 days a week, one hour and 15 minutes of academic time each day
 - c. Social Studies - 2 days a week, 40 minutes of academic time each day
 - d. Science - 2 days a week, 40 minutes of academic time each day
 - e. Birth to Age 3 – 2 hours and 30 minutes with the service provider each week
 - f. Ages 3 to 5 - 2 days a week, one hour and 15 minutes of academic time each day
2. The candidate is required to keep an attendance log of the time spent in the cooperating school. The mentor teacher needs to initial this log weekly.
3. Participate in a Skype trial assignment with the intern and the FHSU supervisor.
4. Coordinate with the candidate to schedule a presentation date for the required formal observations. (For virtual candidates: Skype will be used for the formal observations to connect with the FHSU supervisor. The FHSU supervisor needs the webcam to be focused on the candidate and not on the students.)
5. **For mentors who have TEAM candidates:** Complete the Professional Competencies Checklist with the candidate (This form will be provided by the candidate and submitted to FHSU by the candidate). Once the intern and mentor review the documentation, both will initial the appropriate box for each competency and sign the form, adding any comments as needed. Using the four point Likert scale, the mentor will score the intern's professional competencies. The candidate is responsible for scheduling an exit interview, approximately 45 minutes.
6. **For mentors who have TEAM candidates:** Complete the Content Competencies Checklist(s) with the candidate (This form will be provided by the candidate and submitted to FHSU by the candidate). Once the intern and mentor review the documentation, both will initial the appropriate box for each competency and sign the form, adding any comments as needed. Using the four point Likert scale, the mentor will score the intern's content competencies. The candidate is responsible for scheduling an exit interview, approximately 45 minutes.
7. **For mentors who have ECU candidates in Internship I or II,** complete Assessment Six Formative Evaluation. (This form will be provided by the candidate and submitted to FHSU by the candidate.)

8. The mentor is welcome to contact the FHSU Teacher Education Department or the candidate's FHSU supervisor at any time throughout the semester. (Refer to contact information on cover page.)

FHSU SUPERVISOR REQUIREMENTS FOR TEAM AND ECU INTERNSHIP I, II, AND III

Requirements throughout the Internship

1. On campus supervisors will meet with interns face-to-face on designated dates. Outreach supervisors will document when interns listen to internship information via podcasts.
2. Document field observations by keeping an internship visitation log (Form K). Send it to the Administrative Assistant in the Department of Teacher Education at the end of the semester.
3. Coordinate with candidate to schedule a presentation date for the required formal observations.
4. Observe candidates in the field and schedule formal observations using the Teaching Evaluation (Form A) according to the following schedule:
 - a. Mathematics 1 teaching episode
 - b. Reading & Language Arts 1 teaching episode
 - c. Science 1 teaching episode
 - d. Social Studies 1 teaching episode
 - e. Birth to Age 3 2 teaching episodes
 - f. Ages 3 to 5 2 teaching episodes
5. Complete the Checklist for Subject Matter Content and Pedagogy (found in Blackboard) for *each TEAM formal observation*.
6. Score interns' midterm and final assignments according to Internship Scoring Check Sheet in Syllabus and send to the Administrative Assistant in the Department of Teacher Education by noon on the Monday (one week) before midterm and final grades are due. (*For virtual candidates*: supervisors only need to submit final grades to the Administrative Assistant).
7. The supervisor is welcome to contact the FHSU Teacher Education Department or the candidate's mentor teacher at any time throughout the semester.

CANDIDATE REQUIREMENTS FOR CORRECTION OF READING DISABILITIES INTERNSHIP

Requirements Before the Start of Correction of Reading Disabilities Internship

1. Admission to Teacher Education
 - a. Candidates who do not hold a bachelor's degree must have achieved a cumulative 2.75 GPA including a minimum of 36 hours of General Education credit.
 - b. Candidates who hold a bachelor's degree from a regionally accredited college or university must have achieved a 2.75 GPA on the last 60 hours of college credit.
 - c. Candidates who do not hold a bachelor's degree must have PPST scores of Math 172, Writing 172, and Reading 173 **OR** have ACT scores of 22 in Math-Total Score, English-Total Score, and Reading-Total Score. If a candidate does not achieve a score of 22 in one of those areas of the ACT, the candidate may meet the requirement in that area by achieving a passing score on the PPST in the corresponding area.

- d. Candidates must have completed the following courses with a grade of “C” or higher: English Composition I, English Composition II, Fundamentals of Oral Communication, College Algebra or higher, and Elements of Statistics.
 - e. Candidates must have completed the following pre-professional education courses with a grade of “C” or higher: Foundations of Education, Human Growth and Development, and Children’s Literature (elementary and early childhood) and Professional Practice and Observation (elementary).
 - f. To complete the Application for Admission to Teacher Education, the candidate must provide two recommendation forms: it is recommended that one be from a faculty member in the candidate’s department and the other be from an individual who has supervised the candidate.
- 2. Must have taken and passed TEEL 365: Reading and Language Arts Methods with a “C” or better.
 - 3. Enroll in co-requisite course: TEEL 481: Correction of Reading Disabilities.

APPENDIX A: **Form M – Student Background Information Form**

FORM M
<p>FORT HAYS STATE UNIVERSITY COLLEGE OF EDUCATION AND TECHNOLOGY STUDENT BACKGROUND INFORMATION FORM</p>
<p>The College of Education and Technology at Fort Hays State University has the responsibility for placing students in school based field experiences and for recommending students for teacher licensure. The College takes its responsibility seriously and requires that each student fill out a College of Education and Technology Background Information Form prior to placement in the schools for early field experiences, classroom observations, directed teaching or any other College sanctioned activity in which a student participates with school children. We appreciate your willingness to fill out the College of Education and Technology Background Information Form and appreciate your participation in keeping our schools safe for our children. FHSU is responsible for recommending to the Kansas State Department of Education individuals who have completed the teacher education program for licensure as a teacher. However, the Kansas State Department of Education reserves the right to deny a certificate to individuals who have been convicted of or pleaded guilty to any act punishable as a felony.</p> <p>If an affirmative answer is given to the background questions below, applications or classroom field experience will be placed on hold until additional information is provided to the Office of Professional Services. Students will be asked to meet with representatives from the Office of Professional Services before a recommendation for continuance in teacher education will be made. Each applicant's appeal will be reviewed on an individual basis and information received will be held in strict confidence. It is the student's obligation to notify the Office of Professional Services if a change occurs at any time in an answer to one of the following questions.</p> <p>*****</p> <p>NAME OF CLASS _____ SEMESTER _____ STUDENT'S NAME (print) _____ STUDENT NUMBER _____ STUDENT'S SIGNATURE _____</p> <p>Please respond to the following questions (1-8). If you have previously responded to these background questions for the College of Education and Technology at Fort Hays State University and there has been no change in your status, please check this box and stop here. _____</p> <p>*****</p> <ol style="list-style-type: none"> 1. Have you ever been convicted of a felony? <u>If yes, please attach a copy of the court documents regarding conviction.</u> No _____ Yes _____ 2. Have you ever been convicted of ANY crime involving theft, drugs, or a child? No _____ Yes _____ <u>If yes, please attach a copy of the court documents regarding conviction.</u> 3. Have you ever entered into a criminal diversion agreement after being charged with any offense described in questions 1 or 2? No _____ Yes _____ <u>If yes, please attach a copy of the diversion agreement.</u> 4. Are criminal charges pending against you in any state involving any of the offenses described in questions 1 or 2? No _____ Yes _____ <u>If yes, please attach a copy of the court documents regarding your case.</u> 5. Have you had a teacher's or school administrator's certificate or license denied, suspended or revoked in any state? No _____ Yes _____ <u>If yes, please circle the action taken: denied, suspended or revoked.</u> Which state(s)? _____ <u>Please attach a copy of the documents regarding the official action taken.</u> 6. Is disciplinary action pending against you in any state regarding a teacher's or administrator's certificate or license? No _____ Yes _____ <u>If yes, please attach a copy of the official documents regarding the action pending against you.</u> 7. Have you ever been terminated, suspended, or otherwise disciplined by a local Board of Education for falsifying or altering student tests or test scores? No _____ Yes _____ If yes, which district(s)? _____ When? _____ 8. Have you ever falsified or altered assessment data, documents, or test score reports required for licensure? No _____ Yes _____ If yes, what state(s)? _____ When? _____ <p>*****</p> <p><small>*Please be advised that you will be required to respond to the questions above on additional education application forms and the KSDE Application for Kansas Conditional License Form 1.</small></p> <p>INSTRUCTOR: RETURN TO LICENSURE OFFICE IN A SEALED ENVELOPE 08/2009</p>

APPENDIX B:
Form N – Agreement, Waiver and Liability Release

FORM N	
Course number and title _____	
Student Educational Field Experience Agreement, Waiver and Liability release	
<p>I, the student signing below, acknowledge I am an enrolled student in courses at Fort Hays State University (hereinafter FHSU). In order to complete or supplement my educational experiences, complete program or degree requirements, become licensed in the State of Kansas or other related matters, I wish FHSU to place me in a school district (hereinafter the District) for education clinical experiences. In seeking this experience, I hereby acknowledge that I have read, understand, and agree to abide by, with my signature below, the following:</p>	
<ol style="list-style-type: none">1. I am neither an employee of FHSU, nor of the District unless I have a signed contract with the District. I agree to hold FHSU and the District harmless from any and all property damage or loss, personal injury, death or loss, or loss or damage to my reputation or professional standing, either resulting to or caused by me while participating in educational clinical experiences.2. Problems may arise in conjunction with my educational clinical experience. I agree to discuss issues openly with my cooperating teacher and / or other appropriate District officials to seek resolution at the lowest possible level. I agree to keep the FHSU liaison informed of problems as they arise and to discuss any such problems or issues with the FHSU liaison that I do not feel comfortable discussing with my cooperating teacher or other District personnel.3. I understand that it is recommended that I maintain, at all times during educational clinical experiences, professional liability and personal health insurance. I understand that neither FHSU nor the District is liable for any losses I may incur or cause during educational field experiences.4. I may be assigned a cooperating teacher or instructor within the District. I agree that I must conform my teaching and behavior to meet the expectations of that teacher, the building in which I am assigned, and the school district to which I am assigned.5. I may be required to have proof of immunization or other medical testing or procedures in order to participate in educational clinical experiences in a district.6. I will seek to understand and agree to abide by District discrimination or harassment policies.7. I agree to cooperate with communication, conferences and discussions regarding my educational clinical experiences with the District and FHSU.8. I am not guaranteed continued placement in a district, a building or any certain classroom. I am not guaranteed continued placement from FHSU, nor am I guaranteed successful completion of my course of study at FHSU, licensure by the Kansas Department of Education, or professional employment if graduation and licensure is attained. I understand the District to which I may be assigned may ask for my removal from education clinical experiences at any time. I agree to cooperate with the District and FHSU to rectify problems or defects that may lead to a District asking for such removal.9. I am not a "third party beneficiary" of any agreements between FHSU and the District to which I am assigned for educational clinical experiences.10. Fort Hays State University may release my records and information contained within those records to the District. I understand that such records and information may include, but is not limited to, my student background information form and any and all results of any background check that may be performed by FHSU.11. I consent to undergo a further background check upon request from the District, and hereby agree to hold FHSU harmless from any and all loss, injury or damage suffered by me as a result of the background check or the results thereof.	
_____ Student Signature	_____ Witness Signature
_____ Student name, printed	_____ Witness name, printed
_____ Date	_____ Date
Student Ed. Field Ex. Waiver (H drive)	
8/14/09	