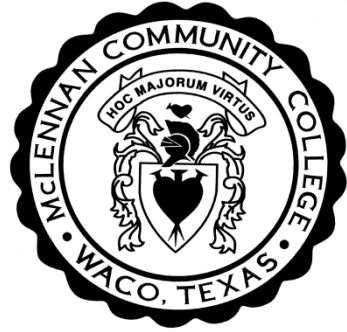


TCIN 1004 INTERNSHIP I

TCIN 1005 INTERNSHIP II



COURSE DESCRIPTION/CATALOG DESCRIPTION

The Internship classes are designed to assist the beginning teacher with guidance and assistance while actually teaching. The class will deal with a variety of course objectives that are set forth in this syllabus. Intern Students meet internship class once a month for three hours and have a clinically supervised internship during the school year. The class will guide the Intern Student through the first year and will provide a support base for the initial year in the classroom. The class is designed to give the Intern Student insights into the educational field with guidance from experienced school administrators. Intern Students must make a “B” or better to obtain credit for this class. (30 clock hours—15 clock hours for TCIN 1004 and 15 clock hours for TCIN 1005)

COURSE OBJECTIVES

1. Establish and learn clear and acceptable discipline procedures and appropriate discipline management techniques.
2. Understand and abide by all provisions of the Educator’s Code of Ethics.
3. Create and implement lesson plans and instruction aligned with the TEKS and student needs based on data.
4. Learn about varied issues in Special Education. Develop an understanding of the ARD committee's role and responsibility, least restrictive environment, student accommodations and modifications, and confidentiality issues.
5. Use instructional technology effectively to enhance student learning. A variety of technology tools will be introduced in order to address different types of technology available in the classrooms in different districts. This will include instructional technology tools as well as the use of technology to collect and analyze data through formative and summative assessments.
6. Discuss the appraisal process. Topics will include domains, dimensions, and descriptors on the T-TESS rubric and evaluation forms used by MCC's field supervisors.
7. Learn how to communicate with parents in a positive and professional manner.
8. Give feedback to students that cultivates a growth mindset, and apply a growth mindset to the process of the first year of teaching.

9. Differentiate to account for different student learning styles. Discuss strategies to address struggling students, including English Language Learners and students with learning disabilities, as well as multiple intelligences.
10. Understand motivational techniques for students, and create a classroom environment that shows acceptance for all students.
11. Discuss and understand proper role of the school mentor.
12. Participation in reflection activities in class. Interns will share about successes and failures in small groups and whole-group discussion and communicate with each other in a positive, supporting way.
13. Discuss issues related to Public School Law, such as duty-free lunch, certification requirements, and contract regulations related to changing school districts at various times.
14. Implement effective communication skills in a variety of situations. These skills will relate to parents, students, peers and administrators.
15. Evaluate confidentiality issues as they relate to a variety of situations and topics.
16. Compare and contrast formative and summative assessment and discuss effective uses and strategies for each of these, along with methods of analyzing assessment data to make effective decisions for future instruction.
17. Plan and implement effective strategies for classroom organization and time management.
18. Write lesson plans at varied levels of Bloom's Taxonomy and implement technology tools that increase rigor using tools such as the SAMR model.
19. Create a classroom management plan that includes caring for students' social-emotional needs, high levels of student engagement, clear procedures and routines, and a firm, fair, and consistent system of rules and consequences.
20. Discuss mental health issues related to students, including suicide prevention.
21. Address other concerns and questions as they arise from Interns.

GRADING PROCEDURES/CLASSROOM OBSERVATION/ PROFESSIONAL GROWTH PLAN/CLASS WORK

The grading procedure for TCIN 1004 and 1005 will be as follows:

1. Class participation and attendance – 40%
2. Internship assignments, including observations - 30%
3. Field Supervisor's evaluations – 30%

There will be collaboration between the internship instructor and the Field Supervisor to determine the final grade for internship.

If an Intern Student has been placed on a professional growth plan by their Field Supervisor and has not successfully completed the growth plan, the Intern Student's internship grade may be lowered.

Intern Students will be required to turn in all paperwork for the appropriate time at the beginning of the internship class that meets each month. This includes monthly observation forms that must be completed by the Intern and the School Mentor. Intern Students will also be required to bring School Mentor paperwork to class at the appropriate time.

Every effort should be made to complete paperwork in a timely manner and turn in the appropriate work on time. Failure to do so may result in the internship grade being lowered. Instructors realize that some situations may exist that may prevent this from being possible every month. Every effort should be made by the Intern Student to communicate "problem times and situations" to the instructor. Communication needs to include reasons why the assignments cannot be completed when due. Each instructor shall have the authority to determine the validity of the request and the grade will reflect the instructor's decision. Please remember to always communicate with the instructor when class work is not turned in on time. Failure to communicate with the instructor when work is not turned in may result in the internship grade being lowered.

Following any absence, the Intern will be expected to make up the time and assignments missed within 2 weeks. The Intern Student should make every effort to submit, as soon as possible, any paperwork that was due at the time of the missed class. Timely submission of paperwork is an important part of the overall grade. All information, signatures, and dates requested on the forms must be provided and be legible. Intern Students are encouraged to make personal photocopies of everything submitted to the MCC program in the event of a misplaced document or one that is determined by the instructor to be insufficiently completed.

A grade will not be posted for the Intern Student until all assigned work is complete.

ATTENDANCE POLICY

Intern Students are strongly encouraged to attend all internship class meetings. Intern Students are allowed to miss (1) class per semester with no penalty assessed, as long as he/she has completed the makeup work in a timely fashion. Intern Students who miss (2) classes in a semester for any reason will receive a grade of “B” assuming they have completed all makeup work in a timely fashion. Intern Students who miss three (3) or more classes for any reason will receive a grade of “F” in the class and the course will be repeated at the Intern Student’s expense.

TARDY POLICY

Intern Students are strongly encouraged to be in class on time. Intern Students who are fifteen (15) minutes late to class will receive a tardy. In addition, if an Intern Student leaves class fifteen (15) minutes before class is dismissed, he/she will also receive a tardy. Three (3) tardies will be counted as an absence.

If an Intern Student is thirty (30) minutes or more late to class, he/she will receive an absence for that class meeting. In addition, if an Intern Student leaves class thirty (30) minutes or more before class is dismissed, he/she will receive an absence.

Below are behavioral expectations which will provide a conducive learning environment for all Intern Students in the classroom and will allow for successful completion for TCIN 1004 and TCIN 1005:

1. Use professional discretion in the use of cell phones during class. You are expected to be present and participate; grades may be lowered if you are off-task on your phone or other electronic device. Interns are encouraged to bring electronic devices to class for note-taking and participation in technology-based activities.
2. The use of alcohol, drugs, or tobacco products is not allowed in the classroom. Intern Students should not enter the class smelling of or under the influence of drugs or alcohol.
3. Intern Students should take care of personal business before or after class. Class will not include scheduled breaks, so if you need to leave the room for a restroom break or for any other reason, please do so during small-group discussion times and avoid causing disruptions.
4. Opinions and questions on classroom discussions are encouraged.
5. Mutual respect of other's opinions is expected, and Interns are expected to maintain and respect confidentiality during classroom discussions.
6. Loud, raucous behavior in the classroom is not acceptable.
7. Intern Students are expected to participate in the classroom discussion. Intern Students will not be allowed to read newspapers, work on school work, place their head on their desk, sleep, etc., during class time. Class participation is a part of the grade in the class.
8. Intern Students should remember and follow MCC's attendance requirements. All paperwork should be turned in at the appropriate time.
9. Intern Students should be respectful of the instructor.

It is our sincere wish that the internship be a pleasant experience. Instructors have years of experience in a variety of situations that will benefit the students. Student Interns are encouraged to enter into discussions, participate in all class activities, learn from the instructor and fellow classmates and complete necessary requirements on time.

Intern Students requiring additional assistance based on their evaluation reports may be placed on an Intervention Plan by their Field Supervisor. This will be done with the knowledge and approval of the campus principal and School Mentor. If this occurs, Intern Students will be expected to meet all the objectives in the Intervention Plan in order to complete a successful Internship year.

OFFICIAL ADA STATEMENT

In accordance with the requirements of the Americans with Disabilities ACT (ADA), and the regulations published by the United States Department of Justice 28 C.F.R.35.107(a), MCC's designated ADA coordinators shall be responsible for coordinating the College's efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical classroom or testing accommodations should contact the MCC Disabilities Specialist at 299-8122.

McLennan Community College is dedicated to providing equal opportunities to all individuals and does not discriminate against any individual regardless of race, color, religion, national or ethnic origin, gender, disability, age, veteran status, genetic information, sexual orientation, gender identity, pregnancy, or other legally protected category in its educational programs, activities, or employment as required by Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972, and the Age Discrimination Act of 1978.

For students in this program who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or program director. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.