



COURSE OUTLINE

**EFLD 405
EDUCATIONAL FIELD INTERNSHIP**

**16 Weeks
15 Credits**

PREPARED BY: Mark Connell

DATE: May 2018

APPROVED BY:

DATE:

APPROVED BY ACADEMIC COUNCIL: (date)

RENEWED BY ACADEMIC COUNCIL: (date)



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EFLD 405: INTERNSHIP PRACTICUM

INSTRUCTOR: Mark Connell, Hon B.A., B.Ed,
M.Ed.

OFFICE HOURS: Friday:
1 pm - 3:30 pm

OFFICE LOCATION: A - 2911c

CLASSROOM: Field Placement

E-MAIL: mconnell@yukoncollege.yk.ca

TIME:

TELEPHONE: 867.668.8861

DATES: 16 Weeks - Aug. 16 to Dec. 10th

COURSE DESCRIPTION

Required of all elementary students in all programs leading to a BEd or a BEAD. Can be taken either semester although usually taken in the fall semester for a total of 16 weeks.

ADDITIONAL DESCRIPTION

Building from EFLD 311, EFLD 405 referred to as "Internship Practicum" is a 16 week course of intensive full-time teaching under the supervision of a cooperating teacher and faculty advisor.

- Interns take responsibility for teaching and assessing one curriculum area from the very start of the practicum.
- Gradually the intern accepts more responsibility for all curricula and classroom management with a three week block being designated as intern full-time teaching with ancillary responsibilities.
- The intern and cooperating teacher participate in a one and a half day seminar to hone a variety of skills, to set up a contract of responsibilities and to coordinate the calendar for the internship.
- Throughout the practicum the intern and cooperating teacher communicate on all aspects of the intern's professional and personal development with emphasis on pedagogical skills, professional competencies and demeanour, management and interactions with students, staff, parents and community

PREREQUISITES

Completion of pre-internship year (ECS 311, EFLD 310 and EFLD 311). Permission from the Program Area is required to register.

REQUIRED TEXTBOOKS, MATERIALS AND RESOURCES

Curriculum and program materials relevant to placement.
Internship Handbook

LEARNING OUTCOMES

Interns will continue to develop and hone their teaching skills under the supervision of the cooperating

teacher and the faculty advisor. The intern will be assessed in six main areas with regards to observed competencies. The Intern Placement Profile (IPP) outlines the specific areas of competency that each intern will be expected to demonstrate skills and knowledge. The IPP can be found within the Internship Handbook.

Professional Qualities

- Curriculum and Planning
- Instruction, Assessment and Evaluation
- Classroom Management
- Relationship with Others
- Professional Development

EVALUATION - PASS / FAIL

To achieve **PASS** in EFLD 405 a student must:

- **Summative:** receive a "Pass" from the cooperating teacher on the final Intern Professional Profile (IPP) with respect to:
 - **Formative** : Having received and reviewed with the cooperating teacher and faculty advisor two interim IPPs: mid-Oct and mid-Nov.
 - **Formative** - Having received, reviewed and discussed teaching skills and professional target competencies on a regular basis throughout the internship.

The faculty advisor is consulted and included in each of three IPP evaluations

- During the internship the intern will prepare a minimum of three formal observation lessons for the faculty advisor to observe and provide feedback. At least one formal observations will be scheduled when the intern has full responsibility for all curricula and classroom management - a three week block towards the end of Oct. and beginning of November. The Professional Development Model will be used in each of the demonstration lessons.
- During the internship the intern will prepare a minimum of two formal observation lessons per week for the cooperating teacher to observe and provide feedback. The Professional Development Model will be used for each of the demonstration lessons.

EVALUATION - ADDITIONAL REQUIREMENTS

In addition to the requirements listed above, students will

- Complete 5 assignments as outlined in Appendix A of course outline.
- Complete and submit a final 'Internship Binder'.

Attendance

Attendance is mandatory. Full attendance and punctuality are expected as you join a professional learning community.

Each YNTEP student is responsible for:

- Contacting your instructor prior to a class to report your absence. In an urgent situation you can contact the YNTEP reception at 668.8781.
- Catching up on missed material and any incomplete assignments.
- Obtain proper documentation (ex. doctor's note) in the event that a serious health concern affects attendance (3 or more classes).
- Familiarizing oneself with the YNTEP Handbook and the regulations relating to attendance and punctuality.

Responsibility for Learning Environment

A YNTEP student's attitude and behaviour must be consistent with their own status as a professional teacher in training. Students are required to know and follow the University of Regina 'Harassment Policy', Yukon Teachers Associations 'Code of Ethics' and the Yukon College 'Code of Ethics'. See the YNTEP handbook for more details.

Cell Phone Use / Social Networking

Cell phones must be turned off during internship.

Late Assignments

As YNTEP is a professional program, due dates are strongly enforced. Moodle posts that are not submitted online before class will not be graded. Major assignments, presentations and essays that are handed in late will receive a penalty of 10% per day. A student may be granted an extension on a particular assignment if they make arrangements prior to the deadline. Extenuating circumstances may be considered at the discretion of the instructor.

Submission of Assignments

All assignments are to be submitted in digital format via email to mconnell@yukoncollege.yk.ca. All assignments must properly reference outside sources following APA guidelines. All submissions should meet basic standards of language competence (grammar and spelling).

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

University of Regina & Faculty of Education Summary of Academic Regulations & Reminders (Undergraduate)

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Undergraduate Calendar available at <http://www.uregina.ca/student/registrar/calendars-schedule.html>. Please pay particular attention to “[Responsibilities of Students](#)” (§5.1), “[Student Behaviour](#)” (§5.13) and note the policies, expectations and information as outlined below:

1. **Students with Special Needs** - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the [Centre for Student Accessibility](#), located in Riddell Centre 251, phone 306-585-4631, or email accessibility@uregina.ca.
2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.
3. **Attendance & Punctuality (§5.3)** - *Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken.*
4. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.
5. **Professional Conduct** - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:
 - The University of Regina Academic Regulations
 - The Canadian Teachers' Federation Code of Ethics
 - The Saskatchewan Teachers' Federation Code of Ethics
 - The Education Act, 1995, Saskatchewan
 - The Board of Teacher Education and Certification, Guiding Principles and Beliefs
 - Student Review Policy, Faculty of Education.
6. **Progress in the Program (§11.5.2)** - *Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures.*

Faculty Action: At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation.

7. **Student Behaviour (§5.13)** - *Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.*
8. **Academic Misconduct (§5.13.2.2)** - *Acts of academic dishonesty or misconduct include acts which contravene the general principles described in §5.13.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.13.5.*

Cheating - *Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:*

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Plagiarism - Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.

9. **Withdrawal from a Course** - Students who are not attending but haven't formally withdrawn are still registered, are liable for fees, and will be assigned a grade of "NP" for failing to complete the course. Students may drop classes in UR Self-Service up to the deadline for withdrawing from a course without a failing grade. Changes after the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration requests (students should check with their Faculty or College office). Please consult §1.2 of the Undergraduate Calendar for refund deadlines and §3.3.5 for making changes to course registration.
10. **Deferrals** - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section §5.7 of the Undergraduate Calendar and contact the Faculty of Education's Student Program Centre (ED 354, phone 306-585-4537 or email Education.Counselling@uregina.ca) or your faculty student services office as soon as possible for advice regarding deferrals.
11. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.
12. **Harassment & Discrimination Prevention Policy (§8.4.5)** - All members of the University community are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from

harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306-585-5400 or email at respect@uregina.ca.

13. **U of R Email** (<https://webmail.uregina.ca/>) -The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. **Please ensure that you monitor your university email account regularly.** All students are provided email, Novell and Unix accounts. Students have a **2GB** quota for email and can obtain information about their email address and password at www.uregina.ca/is/student/. If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. **Email delivery cannot be guaranteed if it is being forwarded.**

14. **UR Self-Service and Contact Information** - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service: https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin. Using UR Self-Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to-date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

EFLD 405 2018
Evidence Portfolio

Your binder is to be organized and presented in exactly the following order. Sections are to be clearly identified with dividers. It is acceptable to submit a digital version of this binder provided everything is assembled in one file.

Due: December 9thth, 2019

| | Section Title | Additional info. |
|----|---|--|
| 1. | Placement Profile (final) | <ul style="list-style-type: none"> • 2 Inked copies completed by the cooperating teacher • dated and signed by all parties |
| 2 | Lesson Plans / Day Plans | <ul style="list-style-type: none"> • Dated and in order • all aspects of the lesson plan complete, especially reflections, what I learned about my self, considerations for future lessons (brief notes on lesson plan). • for each observed lesson, a written observation and feedback provided by either your cooperating teacher or faculty advisor • professional target - focus and outcome • Consideration/Attention to Yukon First Nations ways of knowing and doing in lessons and units. |
| 4 | Extra-curricular | <ul style="list-style-type: none"> • description of the extra-curricular activities that you participated in, with evidence (photos, permission forms you drafted, field trip forms, etc.) |
| 5 | Items you collected for your professional portfolio | <p>Throughout this practicum collect artifacts that showcase your enthusiasm, creativity, effectiveness and ability to contribute to a school.</p> <p>These can be added to a professional portfolio at a later date.</p> |

| | | |
|--|--|---|
| | | <p>Items could include</p> <ul style="list-style-type: none"> • Exemplars • Student work • Photos of creative programming • Thank you cards from students • Examples of feedback you have provided to students |
|--|--|---|

Assignment Requirements EFLD 405

Phase 1: Planning / Orientation (Weeks 1-3)

Assignment 1: Know Your Students

Due: Sept. 13th

- Create a spreadsheet that allows you to amalgamate/ tabulate data relating to students. Read documentation (IEP's, SLP's). Also get information from diagnostic assessments (this year) and information available from previous school year.
- Note that this information is highly confidential and needs to be very secure (confidential data management).
- This information is essential for effective "teaching for learning"
- Before submission, review this document with your host teacher.

Sample:

| Student Name | Literacy | Numeracy | Behavioural Needs | Cultural Background | IEP/SLP |
|--------------|----------|----------|-------------------|---------------------|---------|
| | | | | | |
| | | | | | |
| | | | | | |

Assignment #2: Know the Curriculum

Due: Sept. 29th

- Create a long-range plan that outlines what curriculum outcomes you will be covering throughout the Internship. This work should be done collaboratively with your host teacher.
- Follow the template required in your host school. If there is no required template, consider one of the samples I have provided.

Phase 2: Practice Teaching (Weeks 3-10)

Due: Oct 11th

Assignment #3: Video Analysis via Hattie's Visible Learning Paradigm

Step 1: Review Visible Learning Article and Student Achievement Matrix

Step 2: Video record a lesson sequence.

Step 3: Analyse video using Hattie's Visible Learning Matrix and Lewthwaite's "What Should I do more or less" document. Identify priorities/goals for your teaching.

Assignment #4: Problem Post and Research Informed Practice Response

Step 1:

Due: Oct. 15th

Using the "TEAMS Discussion Forum" YNTEP Interns will post a problem. The problem should be an authentic issue or question that relates to your own teaching practice.

Potential topics could include: a specific classroom management issue, differentiation of instruction within the classroom, methods of assessment, etc.

The important thing is that your problem post is authentic for you. In your initial post, provide some context and a good overview of what you are wrestling with.

This forum will be a private space but please make sure that all your posts respect the YTA Code of Ethics, particularly regarding respecting the privacy of your students and host colleagues.

Step #2: Problem Response

October 25th

You are required to respond to one of your colleagues 'Problem Posts'.

Your response should include a reference to your own experience in your own placement and some additional resources / references. The key idea here is that you draw on your experiences but also deepen your analysis through additional research. It is not enough to provide links but you must summarize the additional research for your colleague. This is called INFORMED PRACTICE!

Each response should be two pages minimum.

Phase 3: Teaching for Learning - Full time teaching

Due Nov. 29th

Assignment #5: Evidence of Teacher Impact and Effectiveness

- During your full-time teaching, you are required to provide evidence of the 'impact of your teaching'. This can occur within a specific curriculum area throughout a unit.
- A clear sense of what "meeting expectation" is via performance standard or content standard is required!
- At the beginning of your unit, perform a diagnostic assessment of student in relationship to the outcomes of your unit. Tabulate data.
- Plan your unit with the students in mind! Throughout the progression provide the necessary scaffolding and feedback (formative assessment) so students are able to improve.
- Summative Assessment at end of unit. Tabulate data and compare to your initial diagnostic assessment.
- Write a short reflection on the impact of your teaching (what contributed to student growth / what hindered it) with reference to data.
- Submit for this assignment: The performance standard you are trying to hit, Diagnostic assessment, Diagnostic data, a summary of lesson progression (lesson or day plans) examples of student work (with feedback), summative assessment.

Practicum Binder Requirements