University of Maryland College of Education  
EDCI 689: Foreign Language MasterCert Teaching Internship

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Overview
The MCERT year-long internship is an intense experience that immerses MCERT interns into the life of their assigned school. The internship experience is designed to provide our pre-service teachers with a rich opportunity to learn the craft of teaching through close observation of experts as well as practice in the planning and delivery of instruction. The MCERT teaching internship is a joint venture, and it is our hope that everyone benefits from this collaborative partnership.

The internship seminar accompanies the MCERT internship. It is intended to support and extend students’ learning in the full-time teaching internship and assist with progress toward successful completion of the MCERT program.

Internship Goals: Teacher candidates will...

- demonstrate their ability to plan effective learning opportunities based upon an understanding of learners and learning, content of Foreign Language content, and instructional practice (InTASC 1-8, EC1 – Equity and Diversity, EC5 – Innovation and Creativity, EC7 – Specialist Competence, K: All, ACTFL 1, 2, 3, 4)
- demonstrate the ability to deliver instruction that engages students in meaningful learning that assures mastery of content, encourages interaction and active engagement, and utilizes a variety of instructional strategies to meet the needs of diverse learners. (InTASC 1, 2, 4, 5, 8, EC1 – Equity and Diversity, EC5 - Innovation and Creativity, EC7 – Specialist Competence, K: Pedagogy, K: Learners, K: Curriculum, ACTFL 1, 2, 3)
- demonstrate their ability to use multiple methods of assessment to engage diverse learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making (InTASC #6, EC1 – Equity and Diversity, EC4 – Reflection, EC5 – Innovation and Creativity, K: Educational Goals and Assessment, ACTFL 5)
- demonstrate their ability to create an environment that supports individual and collaborative learning, and to manage and organize classrooms addressing issue of time, space, materials, student behavior, and procedures. (InTASC 2, 3, EC1 – Equity and Diversity, EC5 – Innovation and Creativity, K: Pedagogy, K: Learners, K: Social and Cultural Contexts, ACTFL 3, 6)
- demonstrate their understanding of the use of technology to enhance student learning and support effective teaching practices. (InTASC 8, EC5-Innovation and
Creativity, K; Technology, ACTFL 3,4)
• demonstrate their commitment to effectively act in a professional manner in meeting school responsibilities and developing as a reflective practitioner and continuous learner. (InTASC 9, EC2 – Advocacy, EC4 – Reflection, EC6 – Responsible and Ethical Action, EC7 – Specialist Competence, ACTFL 6)

Seminar Goals: Teacher candidates will...
• reflect, both individually and in collaboration with peers, on their own teaching practices and those of experienced teachers whom they observe (InTASC 9 & 10, EC4 – Reflection, K: All, ACTFL 1,2,3,4)
• prepare to provide strong evidence of their teaching and technological proficiency through comprehensive portfolios and throughout the job search process in a manner that demonstrates high ethical standards (InTASC 9, EC 4 – Reflection, EC 5 – Innovation and Creativity, EC 6 – Responsible and Ethical Action, K: All, ACTFL 2, 3,46)
• examine strategies for creating a successful and sustainable learning environment for students as a first year teacher (InTASC 3, EC5 – Innovation and Creativity, EC7 – Specialist Competence, K: Pedagogy, K: Learners, K: Social and Cultural Contexts, ACTFL 2,3,4, 6)

Materials:
• LiveText Account
• InTASC: The Interstate New Teacher Assessment & Support Consortium
• University of Maryland, College of Education Conceptual Framework
• ACTFL: American Council on the Teaching of Foreign Language
You will find the ACTFL Standards for Teaching Preparation Programs at [http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf](http://www.actfl.org/files/public/ACTFLNCATEStandardsRevised713.pdf)

Expectations
Expectations related to the internship placement and the internship seminar are detailed in the MCERT Secondary Handbook.

Seminar Topics
Specific topics to be addressed within seminar meetings will vary throughout the year and, within the framework provided by the course goals, will be modified to meet the needs of the cohort as the year progresses.

Major Assignments
Performance Based Assessment
Teacher candidates will complete a self-assessment, and receive evaluations from the supervisor and mentor quarterly during the school year. The assessment measures 7 standards: Planning, Delivery, Assessment of student learning, Classroom Environment, Knowledge of Content, Student-Teacher Interactions and Interpersonal Skills, and Professionalism. Ratings of “Needs Improvement” and/or “Unsatisfactory” trigger a range of interventions and may prevent satisfactory completion of the internship – see Handbook for details. (InTASC 1-10, EC 1-7, K: All)

Foundational Competencies
Teacher candidates will complete a self-assessment and receive an evaluation from the teacher of record one time each semester. The assessment measures English Language Competence, Interpersonal Competence, Work and Task Management, Analytic and Reasoning Competencies, Professional Conduct, Physical Abilities, and Professional Dispositions. Ratings below “frequently” may trigger a range of interventions and may prevent satisfactory completion of the internship – see COE Foundational Competencies Policy for details. (InTASC 9 & 10, EC 1-7)

Program Portfolio
Teacher candidates will complete a professional portfolio that demonstrates proficiency in planning, instruction, assessment of student learning, building academic language, and reflection. Teacher candidates must receive a passing score in order to successfully complete the internship. (InTASC 1-9, EC 1 – Equity and Diversity, EC 4 - Reflection, EC 5 – Innovation and Creativity, EC 7 – Specialist Competence, K: All, ACTFL, All)

Maryland Teaching Technology Standards Portfolio
Teacher candidates will complete an MTTS Portfolio that demonstrates proficiency with regard to the use of technology in 7 areas: I) Information Access, Processing and Application, II) Communication, III) Legal, Social and Ethical Issues, IV) Assessment for Administration and Instruction, V) Integrating Technology into the Curriculum and Instruction, VI) Assistive Technology, VII) Professional Growth. Teacher candidates must receive a passing score in order to successfully complete the internship. (InTASC 2, 5, 6, 8 & 9, EC 1 – Equity and Diversity, EC 5 – Innovation and Creativity, EC 6 – Responsible and Ethical Action, K: Pedagogy, K: Learners, K: Educational Goals and Assessment, K: Social and Cultural Contexts, K: Technology, ACTFL 3,4)

Grading
This course is pass/fail. Successful completion of all major assignments is required in order to pass the course. In addition, students will be required to participate fully in seminar meetings and to provide written reflections at intervals throughout the year.

Excused Absences:
You may be excused from your internship seminar meetings due to illness, religious observances, or compelling circumstances beyond your control. If you know that you will be absent, it is your responsibility to provide notice ahead of time. The attendance policy for your internship placement is detailed in the Handbook.
Religious Observances:
You will not be penalized in any way for participation in religious observances. However, it is your responsibility as a student to notify me of the projected absence in writing within two weeks of the start of the semester. In such cases, we will arrange an opportunity to make up work that is missed due to such absences.

Accommodations:
If you are a student with a disability, please let me know as soon as possible so that we can make the appropriate academic accommodations in consultation with Disability Support Services (301-314-7682).

Academic Integrity:
The University of Maryland’s Academic Integrity Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Please write the following signed statement on each major assignment:

   I pledge on my honor that I have not given or received any unauthorized assistance on this assignment.

School Closures:
In case of an emergency that closes the University such as inclement weather, you will be expected to submit assignments electronically on the due dates specified.

Course Evaluation:
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses in early December. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.