

Course Syllabus
University of Texas at Tyler
EDUC 5048: Internship

Semester: Spring 2026

Days: Online

Instructor Information: Staci Zolkoski, Ph.D.

Office: BEP 247A

Office Hours: Tuesdays 1:00-2:30 p.m., Wednesdays 9:00-10:30 a.m., and other days by appointment

Office Telephone: 903-565-5612

E-mail: szolkoski@uttyler.edu or via Canvas

**** Please put your course and section number in your email subject line, e.g., EDUC 5368**

I welcome you to visit with me in person or online. If you need assistance, please email me. We can schedule a Zoom conference if you wish to discuss your grades or class performance

Course Overview: This semester experience will provide pre-service teachers with an opportunity to demonstrate identified competencies in the classroom. The student works under the cooperative supervision of a public school teacher and a university field supervisor.

Course Objectives and Assessments

	Learning Outcome Description At the end of the semester, the student will:	Standard(s) Addressed	Assessment	Key Assessments
1	Demonstrate synthesis of knowledge and skills related to pedagogy and professional practice.	InTASC: 1, 6, 7, 8, 9, 10 TES: 1, 2, 3, 4, 5	* TExES PPR	*TExES PPR score of 240 or greater
2	Demonstrate knowledge of special needs, learning styles, and student characteristics and be able to adapt teaching and instructional materials for diverse populations	InTASC: 1, 2, 3, 4, 8, 9, 10 TES: 1, 2, 3	* TExES PPR * Clinical Teacher Observation Rubric (CTOR)	*TExES PPR score of 240 or greater *Clinical Observation Rubric
3	Evaluate classroom management	InTASC: 2, 3, 5, 9, 10	* TExES PPR	*TExES PPR score of 240 or greater

	techniques/practices for use in the classroom	TES: 4	* Clinical Teacher Evaluation Rubric (CTOR)	*Clinical Teacher Observation Rubric
4	Demonstrate the ability to integrate technology to enhance teaching and learning	InTASC: 3, 4, 7, 8 TES: 1.D.iii, 1.F.vii, 2.A.vi, 2.B.vi, 5.A.v	*Portfolio: lesson plans and/or activities	*Portfolio
5	Demonstrates an ability to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.	InTASC: 5 TES: 1, 2, 3	*Portfolio: lesson plans and/or activities	*Portfolio

During your Fall Semester Internship, you will be:

- (A) at least three informal observations that are 15 minutes or more in duration per semester of the internship, clinical teaching, or practicum assignment,
- (B) the first informal observation must occur within the first six weeks of the clinical teaching or internship assignment and must be in-person. Additional informal observations may be conducted virtually, either synchronous or asynchronous,
- (C) informal observations of practicum candidates may be virtual, either synchronous or asynchronous,
- (D) are informed by written feedback provided during post-observation conferences, and
- (E) include observation and feedback on targeted skills.

§228.109. Formal Observations for Candidates in Internship Assignments.

- (a) An educator preparation program (EPP) must provide the first formal observation within the first four weeks of all internship assignments. The first formal observation must be conducted in-person.
- (b) For an internship under an intern certificate or an additional internship described in §228.73 of this title (relating to Internship):
 - (1) an EPP must provide a minimum of three formal observations during the first half of the internship and a minimum of two formal observations during the last half of the internship; and
 - (2) at least three of the minimum formal observations must be in-person.
- (c) For a first-year internship under a probationary certificate or an additional internship described in §228.73 of this title:

(1) an EPP must provide a minimum of three formal observations during the first half of the assignment, and a minimum of two formal observations during the second half of the assignment; and

(2) at least two of the minimum formal observations must be in-person.

Evaluation

This course is graded as Credit or No Credit. The following provide you with insight into earning a grade of Credit or No Credit.

Credit – You need to meet the following criteria for a grade of Credit

- Earn ratings of Proficient in your observations/evaluations from university field supervisors and cooperating teacher.

No Credit – Any of the following can result in earning a grade of No Credit

- Being removed from your teaching placement by request of the school or UT Tyler
- Unacceptable ratings on your teaching observations/evaluations
- Unacceptable attendance

Last Day to Withdraw is November 3, 2025.

College of Education and Psychology Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

College of Education and Psychology Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

Bibliography

Smith, R. & Dearborn, G. (2016). *Conscious Classroom Management*. CA: Conscious Teaching, LLC.

Wink, J. R. (2017). *Excellence in Every Classroom*. IN: Solution Tree Press.

Wong, H. & Wong, R. (2009). *The First Days of School*. CA: Harry K. Wong Publications.

Teacher Ethics: The School of Education is committed to producing highly ethical educators for the K-12 students of Texas. Our program interweaves the Code of Ethics and Standard Practices for Texas Educators throughout our program.

Code of Ethics and Standard Practices for Texas Educators

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	<i>Purpose and Scope; Definitions</i>

(b) Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) **Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct Toward Students.

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;

- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242