

Course Syllabus
University of Texas at Tyler
EDUC 5047: Internship

Semester: Fall 2026

Days: Online

Instructor Information: Staci Zolkoski, Ph.D.

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

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**** 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 October 30, 2026.

Core Purpose of the School of Education

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Mission: The School of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

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.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher

Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed [here](#).

Access the Code of Ethics and Standard Practices for Texas Educators can be accessed [here](#).