

Arkansas State University  
College of Education and Behavioral Science  
Department of Teacher Education  
TE 6299 MAT Internship in Teacher Education

**Instructor:**

Meeting day/time/place  
Office:  
Office hours:  
Office phone:  
Email:

Textbook(s) Readings

A. Assigned Readings:

**Arkansas State University Teacher Education Handbook**, [https://www.astate.edu/a/prof-ed-programs-office/files/fall-2016/2016-2017%20Teacher%20Ed%20handbookAB%209\\_16.pdf](https://www.astate.edu/a/prof-ed-programs-office/files/fall-2016/2016-2017%20Teacher%20Ed%20handbookAB%209_16.pdf) (direct link)

**Teaching Internship Handbook**, [https://www.astate.edu/a/prof-ed-programs-office/files/fall-2016/Teacher%20Intern%20Handbook%202016\\_2017.pdf](https://www.astate.edu/a/prof-ed-programs-office/files/fall-2016/Teacher%20Intern%20Handbook%202016_2017.pdf) (direct link)

*(Please note: The above link to the current A-State Teacher Education Handbooks which will be updated August 2018; this syllabus describes internship as it is proposed to be implemented Fall 2019).*

Articles and resources as assigned or suggested by the supervisors

B. Teacher Education Program Required Purchase: College LiveText EDU Solutions  
w/United Streaming ISBN: 0971833125

**Course Description**

Supervised internship focused on educational practice and performance for individuals seeking alternative licensure to teach in grades K-12. Prerequisite: Restricted to Master of Arts (MAT) in Teacher Education. Students must complete all other MAT and Professional coursework including admission to the Teacher Education Program and passing the Praxis II Content Exams required by ADE.

**Program Outcomes:**

1. The teacher understands how learners grow and develop, recognize the patterns of learning and development vary greatly within and across cognitive, linguistic, social, emotional and physical areas, designs and implements developmentally appropriate and challenging experiences.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to reach high standards.
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### Course Level Student Learning Outcomes

	TESS	ATS linkage
Demonstrate competence to plan, deliver, and evaluate learning experiences appropriate for the specific developmental and learning needs of K-12 students.	1a-f; 2 a-e; 3a-e; 4a	1a-k, 2a-o, 3a-r, 4a-r, 5a-s, 6a-v, 7a-q, 8a-s
Develop a reflective attitude of self-evaluation for personal and professional growth which instigates understanding of the complexity of teaching K-12 students.	4 a-f	7f, 7q, 9c, 9e, 9g, 9l, 10a-b
Exhibit an understanding of the major concepts and research underlying the philosophical foundations of middle level programs and schools which will lead to collaborative practices with school staff, peers, parents, and community agencies.	4 b-f	9a-o, 10a-o

### Course Assessment and Performance Measures (linked to objectives)

Course Assessment and Performance Measures	TESS	ATS
Internship Portfolio on LiveText, which includes documentation of professionalism, family community involvement/professional roles, instruction, assessment, reflection, and effect/impact on student learning.	1 a-f; 2 a-e; 3a-e; 4 a-e	1a-k, 2a-o, 3a-r, 4a-r, 5a-s, 6a-v, 7a-q, 8a-s, 9a-o, 10a-o

### VI. Assignments to Complete all Course Assessment and Performance Measures

Assignments must be completed and placed in College LiveTex

Assignment	TESS Linkage	ATS Linkage
<b>Instruction and Assessment.</b> Interns will develop and follow a plan for teaching within a sixteen-week placement, with five weeks as the teacher in charge. During this time, interns will be provided with 8	1 a-f; 2 a-e; 3a-e; 4 a-e	1 a-e; 2 a-k; 3 a-m; 4 a-n; 5 a-p; 6 a-p; 7 a-m; 8 a-o; 9 a-k; 10 a-o

<p>total formative assessments on 8 (4 completed by university supervisor and 4 completed by the clinical/teacher supervisor). Students will develop a PGP (TESS Professional Growth Plan) based on these formative assessments. The PGP should change and be revised as the intern develops skill and proficiency in various TESS sub-components. The students will upload the following items on College LiveText related to Instruction and Assessment (lesson planning/teaching):</p> <ul style="list-style-type: none"> <li>a) Two favorite lessons that were assessed by supervisors, along with the related formative assessment results and pre/post assessment reflections.</li> <li>b) Professional Growth Plan Chart (with all goals and portions filled in to include continued notes and plans for growth throughout internship)</li> </ul>		
<p><b>Impact on Student Learning: Formative and Summative Assessment.</b> Interns will:</p> <ul style="list-style-type: none"> <li>1) list and reflect on the <b>formative assessments, tools, and adjustments</b> from one lesson or from a unit, determining how they impacted student learning or teacher understanding.</li> </ul> <p>create a chart or graph (recommend pie chart or bar graph) of the results of a <b>summative assessment</b> (from one class or all classes taught), then write a multi-paragraph reflection that describes: a) the effectiveness of the summative assessment (test, major project, etc.), the validity of format of questions or the rubric used; b) what could have been done better or differently on the summative assessment or preparation for it; c) and what aspects of the content would need to be retaught or revisited</p>	<p>1 b-f; 3a-d; 4 a,b,e,f</p>	<p>4 a-n; 5 a-p; 6 a-p; 7 a-m; 8 a-o; 9 a-k</p>
<p><b>Professional Role Artifacts.</b> Interns will complete <u>at least 2 activities</u>, with at least one focused on Family/Community Communications and another on Professional Forums. Use 1-2 pages to describe the experience for each and embed <b>artifacts</b> (<i>photos, certificates, agendas, flyer, newsletter, screenshot</i>) for each professional activity. <u>Possibilities include:</u></p> <ul style="list-style-type: none"> <li>a) Newsletter to families or community (digital or print) that outlines monthly events, achievements, activities, service learning projects or curriculum.</li> <li>b) Flyer(s) that advertise invitations to school events or forums and “that foster positive, collaborative relationships with families from diverse cultures and backgrounds.”</li> <li>c) Any professional development or faculty development event you attend, inside or outside the school or district, specific to teacher knowledge or content area growth, such as a webinar, an ADE IDEA course, a professional reading group. <i>A-State intern seminars do not count.</i></li> </ul>	<p>4 a-f</p>	<p>9 a-k; 10 a-o</p>

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## VII. Course Outline

This is a **suggested** outline by the week that effectively scaffolds the intern into their teaching full time as the teacher in charge for an extended time. ***The “teaching full time” period may be divided as needed given the school’s testing schedule or other conflicts.*** Additionally, it may also be divided as determined by curriculum “units” or thematic units of study. For example, the intern could teach 2 two or three-week units whenever they occur in the sixteen-week placement, with appropriate scaffolding and time to plan and develop lessons, or perhaps create a five-week thematic unit for their full-time period.

Week 1: Observe classroom teacher

Week 2: Take on teaching responsibilities

Week 3: Co-teach with classroom teacher

Week 4: Co-teach with classroom teacher

Week 5: Co-teach with classroom teacher and/or teaching part time-Suggested time for first Formative Evaluation

Week 6: Teaching part time-at least two sections

Week 7: Teaching full time

Week 8: Teaching full time

Week 9: Teaching full time

Week 10: SPRING BREAK

Week 11: Teaching full time

Week 12: Teaching full time-

Week 13: Teaching part time as determined by clinical supervisor

Week 14: Teaching part time as determined by clinical supervisor- Observe or teach in another subject area

Week 15: Teaching part time as determined by clinical supervisor Observe or teach in another subject area

Week 16: Transition complete back to classroom teacher; Exit Evaluation in Jonesboro. Summative Evaluation

***The calendar below is a guide and mirrors the model above***, specific to the Spring 2017 semester. ***It may be modified*** to accommodate teaching situations, weather, student testing, or other circumstances.

Students should build up by teaching an increasing load depending on the teaching assignment.

Teaching a reduced load at the beginning will allow the student to work on skills development and content mastery. ***This progress may be developed cooperatively with the Clinical/Teacher Supervisor and University Supervisor.***

It is expected that each supervisor will complete 4 Formative Assessments during the sixteen-week placement. Three-week blocks are suggested in the calendar to provide on-going feedback spaced over time. The timing is flexible; however, excessive time should not pass between evaluations. Informal observations by the Clinical/Teacher Supervisor and drop in visits by the University Supervisor are encouraged. The use of video reviews is encouraged, but not mandatory.

At the end of the second Formative Assessment, clear indications of strengths and areas of improvement should be noted and the professional growth plan (PGP) updated as needed.

Five weeks of full-time teaching are recommended. The schedule may be modified to accommodate the school's calendar and student mandated testing. Three weeks of full time teaching would be a minimum. The transition at the end of the semester may be determined by the Clinical/Teacher Supervisor. Summative Evaluations should be completed after the fourth Formative Assessment on the intern has been completed.

Week Prior to the Internship Day 1	Meet in Jonesboro
Week Prior to the Internship Day 2	Meet on Individual Campuses or in Jonesboro as is appropriate
Week 1	Observe in classroom and acclimate to the school. University Supervisor will visit for check-in by the end of week two. Placement forms signed and turned in.
Week 2	Take over some teaching duties (Lunch count, attendance, etc) Begin co-teaching and planning with Clinical Supervisor possibly teaching parts of classes or lessons
Week 3	Extend week 2 and begin teaching and planning for 1-2 of the classes Clinical Supervisor and University Supervisor should begin first round of Formative Assessments. Begin Professional Growth Plan and modify as required during the experience.
Week 4	Teach two class periods as determined by the Clinical Supervisor.
Week 5	Continue to teach two class periods or add a period depending on the subject and number of periods. This may be planned with the Clinical Supervisor. Both Clinical and University Supervisors should have completed one formal observation and Formative Assessments by this week and be planning the second observations.
Week 6	Continue to teach part-time. Clinical and University Supervisors should start the second round of observations and complete it over the next three weeks.
Week 7	Full-time planning and teaching
Week 8	Full-time planning and teaching Clinical and University Supervisors should have completed the second observation and second Formative Assessment by this time.
Week 9	<b>March 13 Senior Intern Seminar in Jonesboro</b> Full-time planning and teaching University Supervisor and Clinical Supervisors should start the third round of observations and Formative Assessments.
	Spring Break
Week 10	Full-time planning and teaching
Week 11	Full-time planning and teaching or begin reducing the teaching load

	University Supervisors and Clinical Supervisors should complete third formal observation/formative assessments.
Week 12	Teach a part-time load as determined by the Clinical Supervisor; Begin round 4 of Formative Assessments.
Week 13	Teach a part-time load as determined by the Clinical Supervisor.
Week 14	Teach a part-time load as determined by the Clinical Supervisor; Complete round 4 of Formative Assessments if necessary; Clinical and University Supervisors complete Summative Evaluation.
Week 15	<b>May 2 – Exit Evaluation in Jonesboro</b> Complete transitioning back to Clinical; Observe in other classrooms; Clinical and University Supervisors complete Summative Evaluation. Conduct any makeup observations.
Week 16	<b>May 9 – Last day of Teaching Internship</b> Observe in other classrooms; Clinical and University Supervisors complete Summative Evaluation if necessary.

## VII. Procedures to Accommodate Students with Disabilities

“Students who require academic adjustments in the classroom or by way of the web due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact me to discuss appropriate academic accommodations, technology requirements, software and hardware specifics and requirements. Appropriate arrangements can be made to ensure equal access to this course.” (Disability Services website.) Due to the job-embedded nature of this final capstone internship, accommodations needed in the classroom environment at the school will need to be coordinated through the school and its administration with the help of Disability Services.

If you need course adaptations or accommodations because of a disability, if you have emergency information to share, or if you need special arrangements in case the building must be evacuated, please make an appointment to see the instructor of this course as soon as possible. This matter is particularly important as the course takes place at a field site. The university supervisor may be able to help you identify digital tools or computer applications that could be of help.

## VIII. Special Considerations and/or features of the Course

Students enrolling in this course must be admitted to the teacher education program. In addition, placement for the internship experiences is made in conjunction with the Office of Professional Programs. Students must complete placement information with that office one semester prior to participating in the field placement. This syllabus is supplemented with information from the Arkansas State University Teacher Education and Intern Handbooks. College LiveText is required to submit major assignments and final evaluations. This sixteen-week placement is a job-embedded/apprenticeship model intended to provide space for collaboration between the teacher supervisor and the intern to include co-teaching and co-planning experiences that will serve as scaffolds to the intern’s independent

time as the teacher-in-charge for an extended period of time. The intern will need to be familiar with the Arkansas Code of Ethics for Teachers as well as the school and district handbooks for employees. Interns will need to attend seminars at A-State in accordance with the Professional Education Placement Office and its calendar.

## IX. Diversity

Interns will effectively and appropriately enact culturally responsive education practices as they interact with students and families and as they prepare curriculum and materials. Interns will use and apply knowledge gained in coursework regarding culturally and linguistically diverse students and families, as well as curriculum materials and texts that reflect diversity. AMLE requires that teacher candidates:

- 1) demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents and overcome stereotypes and prejudices they may have about students from low-income and racial/ethnic minority backgrounds.
- 2) design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).
- 3) employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents and that is responsive to local, national, and international histories, language/ dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

## X. Technology

Teacher Candidates/Interns will need to apply their knowledge of multiple forms of technology use while serving as an intern. This might include use of Google Docs or Google Classroom, Microsoft Office programs, Apple TV or AOS programs, iPad technology and applications, graphing calculators, Promethean boards or digital whiteboards, Elmo projectors or any systems the school is using where interns are placed.

## XI. References

- Bryant, M. & Land, S. (1998). Co-planning is the key to successful co-teaching. *Middle School Journal*, 29(5), 28-34.
- Danielson C. (2007). *Enhancing professional practice. A framework for teaching*, 2<sup>nd</sup> ed. Alexandria, VA: ASCD.
- Dell'Olio, J & Donk, T. (2007). *Models of teaching: Connecting student learning with standards*. Thousand Oaks: SAGE.
- Guskey, T.R. & Jung, L.A. (2013). *Answers to essential questions about standards assessments, grading and reporting*. Thousand Oaks: Corwin.
- McDonald, R. (1999). *Handbook for beginning teachers*. Boston, MA: Allyn & Bacon.

Marzano, R., Pickering, D., & McTight, J.. (1994). *Assessing student outcomes*. Alexandria, VA: ASCD.

Orlich, D.C. et al. (1998). *Teaching strategies: A guide for better instruction*. Boston: Houghton Mifflin Company.

Pelletier, C. (2000). *Strategies for successful student teaching: A Guide*. Boston, MA: Allyn & Bacon.

Roe, B. & Ross, E. (2002). *Student teaching handbook*. Upper Saddle River, New Jersey: Merrill.

Smith, G.E. & Throne, S. (2009). *Differentiating instruction with technology in Middle School Classrooms*. International Society for Technology in Education.

Wiles, J. & Bondi, J. (2001). *The new American middle school*. Upper Saddle River, New Jersey: Merrill.

Wong, H.K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher*, 4<sup>th</sup> Ed. Mountain View, CA: Harry K. Wong Publications, Inc.

Websites:

[www.amle.org](http://www.amle.org). The Association for Middle Level Education.

[www.astate.edu/a/prof-ed-programs-office/](http://www.astate.edu/a/prof-ed-programs-office/) . Arkansas State University Professional Education Program website.

[www.arkansased.org](http://www.arkansased.org). The Arkansas Department of Education.

[www.teachingchannel.org](http://www.teachingchannel.org). The Teaching Channel.

[www.edutopia.org](http://www.edutopia.org). Edutopia.

[www.understood.org/en](http://www.understood.org/en) . Understood: For learning and attention issues.

<http://www.rti4success.org> . Center on Response to Intervention at American Institutes for Research.

<http://www.rtinetwork.org/learn/what/whatisrti> . RTI Action Network: A program of the National Center for Learning Disabilities.