

**Arkansas State University
Department of Teacher Education
TE 6299**

I. Course Information

MLED/MAT Teaching Internship in Grades 4-5

MLED/MAT Teaching Internship in Grades 6-8

II. Readings

Assigned Readings:

Arkansas State University Teacher Education Handbook, 2012 edition

Teaching Internship Handbook, 2012 edition

Articles and resources as assigned or suggested by the supervisors

III. Purpose and Course Description

Teaching internship is the culmination of the MAT middle level education program and provides eight weeks of directed teaching in two different grade placements for a total of 16 weeks of experience under the supervision of a qualified teacher. The application of knowledge, skills, and demonstration of appropriate dispositions for middle level teaching is required, as determined by the Association for Middle Level Education standards (see below).

Prerequisite: Admission to the internship semester as specified by the Office of Professional Programs of the College of Education.

AMLE Programmatic Standards:

One—*Middle Level Courses and Experiences*

1. The middle level conceptual framework establishes a shared vision for the programs efforts in preparing educators to work in middle level schools.
2. Courses address topics such as middle level philosophy and organization, young adolescent development, middle level curriculum, and middle level instruction.
3. Early and continuing middle level field experiences and student teaching are provided and required.

Performance Standards:

One—*Young Adolescent Development*

1. Establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
2. Create learning opportunities that reflect an understanding of the development of all young adolescent learners.
3. Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged.
4. Make decisions about curriculum and resources that reflect an understanding of young adolescent development.
5. Use developmentally responsive instructional strategies.

6. Use multiple assessments that are developmentally appropriate for young adolescent learners.
7. Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.
8. Create and maintain supportive learning environments that promote the healthy development of all young adolescents.
9. Deal effectively with societal changes, including the portrait of young adolescents in the media, which impact the healthy development of young adolescents.
10. Respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.

Two—*Middle Level Philosophy and School Organization*

1. Apply their knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction.
2. Work successfully within developmentally responsive structures to maximize student learning.
3. Articulate and apply their knowledge of the philosophical foundations of middle level education in their classrooms, schools, and communities.
4. Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education.

Three—*Middle Level Curriculum and Assessment*

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.
7. Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities).
8. Use multiple assessment strategies that effectively measure student mastery of the curriculum.
9. Incorporates technology in planning, integrating, implementing and assessing curriculum and student learning.
10. Articulate curriculum to various stakeholder groups.

Four—*Middle Level Teaching Fields*

1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching and assessment strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.

5. Integrate state-of-the-art technologies and literacy skills into teaching content to all young adolescents.
6. Engage in activities designed to extend knowledge in their teaching fields.

Five—*Middle Level Instruction and Assessment*

1. Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn.
2. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
3. Plan effective instruction individually and with colleagues.
4. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
5. Participate in professional development activities that increase their knowledge of effective teaching/learning strategies.
6. Establish equitable, caring, and productive learning environments for all young adolescents.
7. Employ fair, effective, developmentally responsive classroom management techniques.
8. Implement a variety of developmentally responsive assessment measures (e.g. portfolios, authentic assessments, student self-evaluation).
9. Maintain useful records and create an effective plan for evaluation of student work and achievement.
10. Communicate assessment information knowledgeably and responsibly to students, families, educators, community members, and other appropriate audiences.

Six—*Family and Community Involvement*

1. Establish respectful and productive relationships with family and community members that maximize student learning and well being.
2. Act as advocates for all young adolescents in the school and in the larger community.
3. Connect instruction to the diverse community experiences of all young adolescents.
4. Identify and use community resources to foster student learning.
5. Participate in activities designed to enhance educational experiences that transcend the school campus.
6. Encourage all young adolescents to participate in community activities and services that contribute to their welfare and learning (e.g., service-learning, health services, after-school programs).
7. Demonstrate the ability to participate in parent conferences.

Seven—*Middle Level Professional Roles*

1. Model positive attitudes and appropriate behaviors for all young adolescents.
2. Serve as advisors, advocates, and mentors for all young adolescents.
3. Work successfully as members of interdisciplinary teams and as part of the total school environment.
4. Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional development activities and conferences, participate in professional organizations).

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5. Read professional literature, consult with colleagues, maintain currency with a range of technologies, and seek resources to enhance their professional competence.

IV. Course Objectives

Major Goals for Interns:

1. Demonstrate competence to plan, deliver, and evaluate learning experiences appropriate for the specific developmental and learning needs of middle level students.
2. Develop a reflective attitude of self-evaluation for personal and professional growth which instigates understanding of the complexity of teaching young adolescents.
3. 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.

Specific Outcomes:

1. Communicate the central concepts, tools of inquiry, standards and structures of content in specific subject matter and/or teaching fields.
2. Demonstrate appropriate interpersonal skills and maintain a professional rapport with supervisors, families, students, and staff.
3. Plan multiple learning opportunities during instruction and multiple assessment strategies based on the diverse needs and learning styles of middle level learners.
4. Utilize appropriate teaching practices based in middle level philosophical foundations to include relevant, challenging, integrative and exploratory curriculum and developmentally responsive instructional strategies.
5. Manage supportive learning environments to promote the healthy development of all young adolescents and to maximize instructional time and student learning.
6. Recognize and respond positively to community membership, to families and to students with diverse learning needs.
7. Incorporate technology in planning, integrating, implementing and assessing curriculum and student learning.

ASU Conceptual Framework Linkage:

- I. Communication skills: The teacher candidate demonstrates effective communication skills.
- II. Professionalism: The teacher candidate behaves in a professional, ethical, and legal manner.
- III. Curriculum: The teacher candidate plans and implements curriculum appropriate to the students, grade level, content, and course objectives.
- IV. Teaching Models: The teacher candidate implements a variety of teaching models.
- V. Classroom Management: The teacher candidate utilizes appropriate classroom management strategies.
- VI. Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities.
- VII. Reflective Teaching: The teacher candidate utilizes action research to enhance teaching and learning.
- VIII. Subject Matter: The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

In summary, the teacher education programs seek to produce beginning teachers capable of meeting each of the standards in the context of teaching a diverse student body in the school community context.

ISTE Linkage:

- I. Technology Operations and Concepts: Teachers demonstrate a sound understanding of technology operations and concepts.
- II. Planning and Designing Learning Environments and Experiences: Teachers plan and design effective learning environments and experiences supported by technology.
- III. Teaching, Learning, and Curriculum: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.
- IV. Assessment and Evaluation: Teachers apply technology to facilitate a variety of effective assessments and evaluation strategies.
- V. Productivity and Professional Practice: Teachers use productivity to enhance their productivity and professional practice.
- VI. Social, Ethical, Legal, and Human Issues: Teachers understand the social, legal, ethical, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.

V. Course requirements:

In collaboration with and as directed by the clinical supervisor and/or university supervisor, the student intern is required to complete the following:

1. Participate in related school activities, which the clinical supervisor is expected to participate in fulfilling their contractual obligations as a teacher, including, but not limited to: faculty meetings, in-service training, PTO meetings, parent conferences, and school/community activities.
2. Conduct a minimum of two planned observations in other classrooms.
3. Plan, teach, and evaluate instruction that: a) features integrated content from multiple areas of the curriculum; b) is supported by technology and; c) includes the use of technology by learners.
4. Develop and prepare such instruction as may be required by the clinical supervisor. All lesson plans must be available to the clinical supervisor and university supervisor for review prior to teaching the lessons as well as anytime requested.
5. Develop or utilize instructional supports (bulletin boards, manipulatives) as may be required.
6. Complete MLED/MAT Portfolio IV and MLED/MAT Portfolio V in College Live Text, to include: a) Professional Resume, Memberships and Cover Letter; b) Family/Community Involvement Participation and Reflections; c) Selected Lesson Plans with Teaching Episode Reflections (one per placement); d) Posting of Selected Formative and Summative Assessments; e) Final Reflection; and f) Effect on Student Learning (ideally, one per placement) where two assessment tools are posted and proof exists that instructional objectives were appropriately evaluated, presented in chart form and analyzed.
7. Complete the MLED/MAT Portfolio LTTL on College Live Text by attaching MLED/MAT Portfolio IV and V (see # 6 above) and any other documents you wish to include. The MLED/MAT Portfolio LTTL should be shared for review with your advisor. Electronic portfolios are an important aspect of your program completion and are required. **Failure to complete electronic SPA Portfolios may result in delayed graduation.**
8. Participate in seminar activities as scheduled by Professional Education Programs. These will include reflective reviews of teaching experiences in a group setting.
9. Teach a minimum of three full weeks as teacher in charge in each placement.

10. Maintain a reflective journal as required by the university supervisor, which may be in electronic form.
11. For MAT students that are “Teacher of Record” each assignment will be completed twice in their 16 week placement—once during the first eight weeks of the placement and then again during the second eight-weeks of placement.

Below is a chart illuminating the above requirements:

Item # (see above)	Requirement	Completed (check off)
1	Participation in related school activities	
2	Minimum of two planned observations in other classrooms	
3, 4 and 9	Teach for three full weeks as teacher in charge under direction and guidance of clinical supervisor	
5	Develop or utilize instructional supports	
6	MLED/MAT Portfolio IV and MLED/MAT Portfolio V (this meets all Internship portfolio requirements and the Learning to Teach, Teaching to Learn Portfolio Requirement) in <i>College Live Text</i> to include: a) Professional Resume, Memberships and Cover Letter b) Family/ Community Involvement Participation and Reflections c) Selected Lesson Plans with Teaching Episode Reflections (one per placement) d) Posting of Selected Formative and Summative Assessments e) Final Reflection f) Effect on Student Learning (two)	
9	Maintain reflective journal, collection of all lesson plans, photos or other evidence of effective teaching	

VI. Grading and Evaluation

Final grades will be assigned using an average of the two the summative evaluations developed by the Office of Professional Programs as stated in the Teacher Intern Handbook.

VII. Course Outline

Generalities: The internship experience is provided in a school setting of the appropriate grade configuration. **Interns spend the same workday as a certified staff member**

usually about 7-8 hours, five days per week. Interns are required to perform duties as assigned to the clinical supervisor such as pre-school supervision of students and fulfill responsibilities assigned to the clinical supervisor such as attendance at faculty meetings, participation in after school activities, or staff development programs. The teaching activities are assigned in an increasing load to allow for acclimation and preparation. Further, such an arrangement allows for a smooth transition from teacher to intern and back to teacher.

Weekly Schedule

Week 1 Observe, perform classroom duties, begin preparing instructional activities

Week 2 Teach one subject or class period

Week 3 Teach two or three classes/a half day

Week 4 Teach three or four classes

Week 5 Full teaching responsibility

Week 6 Full teaching responsibility

Week 7 Full teaching responsibility

Week 8 Complete transition of activities back to teacher, observe special settings or other classrooms

*Supervisors may adjust weeks 2-4 as needed to accommodate holidays or in-service days to ensure the intern assumes three full weeks of teaching responsibility.

VIII. Special Considerations

- A. Requirements and Grading: A portfolio of collected materials for documentation of growth, meeting course outcomes and reflection is required. Students will receive evaluations by both clinical supervisors and university supervisors following procedures established by the Office of Professional Programs.
- B. Attendance at formal and informal seminars as established by the university supervisor and/or the Office of Professional Programs is required and will be completed prior to a grade being issued. Make-up of excessive absence (over 3 per semester for all internships) is required. In the case that excessive absence occurs in the first placement, make up will be completed before the student moves to the next placement. Extending the student's placement for the required time including extensions beyond graduation dates will complete make up in the final placement.
- C. The use of technology for lesson preparation, materials development, and when possible as an instructional aide is a requirement. Students are expected to work with the technology available to them during their placement and to use all resources including the university, educational cooperatives and state department of education to accomplish course outcomes. In addition, students will use e-mail to form support groups during the internship and to collect reflections, journal readings, and other materials for seminars.

IX. Procedures to accommodate Students with Disabilities

If you need adaptations or accommodations because of a disability, if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please make an appointment to see me as soon as possible. Since this

is a field placement, relative information must be shared with the school administration, cooperating teacher, and school nurse.

IX. References

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