

A. Title: MSIT 4411 Internship I in Middle Grades (Revised 8/22/05)

B. Catalog Description:

This course is part of the senior block for candidates in middle-level education. Course involves field projects, field seminars, and supervised teaching where candidates gain experience in organizing instruction, in creating a productive learning environment, and in achieving professional behaviors. Prerequisites: Completion of Block I and II courses.

C. Purpose:

The purpose of this internship is to explore various middle-level structures and to understand the challenges of middle grades teaching. Candidates apply what they have learned in their courses of study under the guidance of university faculty and public school professionals.

The rationale for the internship rests in the demands made during the final semester of study in Internship II and the probationary period after initial certification. Candidates must be able to communicate what they have learned about their disciplines to public school students in coherent, effective learning experiences. They must have practical knowledge of middle-level classrooms and the students in them, knowledge which can only be gained through direct experience. Candidates must be prepared to demonstrate knowledge of their respective disciplines and the pedagogy necessary to successfully communicate their knowledge in order to meet the demands of beginning licensure.

D. Required Texts:

Watson, C.R. (1997). *Middle school case studies: Challenges, perceptions, and practices*. Upper Saddle River, NJ: Prentice-Hall.

E. UCA Teacher Preparation Program Summary and Goals:

The education programs at the University of Central Arkansas establish and maintain rigorous standards for teacher candidates' knowledge and performance to ensure that all students achieve state-adopted learner outcomes. Working from a solid content background, teacher candidates demonstrate proficient and flexible use of different ways of teaching to engage actively all students in learning. Teacher candidates are well versed in the characteristics of students of different ages, abilities, and cultural backgrounds. They are skilled in integrating technology into instruction and creating an environment in which all students can be successful and want to learn. Teacher candidates know when and how to assess learning through various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with students, colleagues, parents/guardians, and community members. As professional educators, teacher candidates value collaboration and seek opportunities to work with other

professionals and community members to improve the educational experiences for students.

1. The teacher candidate designs and organizes instruction and assessment procedures for all students based upon a thorough knowledge of subject matter, pedagogy, and students.
2. The teacher candidate uses appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.
3. The teacher candidate demonstrates strong communication skills, employs effective teaching strategies and methodologies, integrates technology into instruction, and uses a variety of assessment measures to impact student learning.
4. The teacher candidate engages in professional development, demonstrates ethical conduct in working with all constituencies (students, colleagues, parents/guardians, and community members), and reflects upon instruction and student learning to assess teaching effectiveness.

How does “Internship I” address the PEU’s Conceptual Framework vision of preparing *Educators as Reflective Decision-Makers*?

This course is designed to provide classroom-based experience for middle-level teacher candidates. Through actual classroom experience, seminar discussions, case discussions, and field experience reflections, teacher candidates will strengthen their skills for becoming reflective decision-makers. The focus of reflective journal submissions will be upon what candidates have learned from their experiences and how those experiences will help them to become more effective teachers. Candidates will apply Pathwise Observation System criteria in the analyses of classroom situations. All four program goals will be emphasized during Internship I. Performance will be assessed using the UCA Teacher Performance Outcomes Assessment (TPOA) Instrument.

F. Use of Technology:

Teacher candidates are expected to use educational technology in a variety of ways during the course. Reflective journal entries will be submitted electronically each week to the instructor. In addition, teacher candidates will subscribe to MIDDLE-L, a listserv for middle-level educators. They will post at least two messages/inquiries to this list. Teacher candidates should integrate technology into their lesson plans and use appropriate (and available) technology in the delivery of instruction.

G. Diversity:

Teacher candidates will encounter diverse students and teachers through their field placements. Using class profiles they have developed, teacher candidates will apply their knowledge and understanding of students’ cultural backgrounds,

interests, and learning styles by planning lessons appropriate for diverse learners. Candidates will be expected to help all students be successful learners. Respect for individual needs and backgrounds of middle-level students will be stressed.

H. Course Goals and Objectives:

1. Candidates will relate the developmental characteristics of young adolescents to the underlying philosophy of the middle school movement. (UCA TPOA Domain A)

Candidates will

- Recognize and describe the physical, social, emotional, and intellectual aspects of early adolescent development;
- Explain the rationale for middle-level education; and
- Trace the historical and philosophical roots of middle school structures and practices.

2. Candidates will create a safe haven for young adolescent learning. (UCA TPOA Domain B)

Candidates will

- Form positive, caring relationships with early adolescents;
- Communicate challenging expectations; and
- Arrange collaborative environments for young adolescent learners.

3. Candidates will design integrated curriculum, deliver meaningful instruction, and implement multiple assessment strategies. (UCA TPOA Domain C)

Candidates will

- Extend students' thinking;
- Work to maximize student learning; and
- Integrate technology into teaching.

4. Candidates will understand and operate within structures unique to the middle school. (UCA TPOA Domain D)

Candidates will

- Reflect upon their efficacy;
- Serve as advocates and mentors for all young adolescents; and
- Read professional literature and seek ways to implement best practices.

I. Course Outline: (Seminar Topics)

1. Understanding middle school students [Course Goal #1]

- A. Physical development
- B. Social development
- C. Emotional development
- D. Intellectual development

2. History of Middle School Movement [Course Goal #1]

- A. Philosophical foundations (*This We Believe*)
- B. *Turning Points* recommendations
- C. Developmentally responsive education

3. Creating a Safe Learning Environment [Course Goal #2]

- A. Classroom design
- B. Rapport & respect
- C. Challenging expectations
- D. Collaborative arrangements

4. Curriculum, Instruction, & Assessment [Course Goal #3]

- A. Curriculum integration
- B. Developmentally appropriate instruction
- C. Authentic assessment

5. Teacher Roles within Middle School Structures [Course Goal #4]

- A. Teaming (benefits & limitations)
- B. Flexible scheduling (advantages & disadvantages)
- C. Exploratory programs (design & development)
- D. Advisor/advisee (purposes & programs)
- E. Parent & community involvement

J. Field Experience Requirements:

The internship is field-based in a middle school. Successful completion of classroom-based experiences is required for course credit. Under the guidance of the classroom teacher/mentor, teacher candidates will teach at least **three lessons** in one subject area (i.e., math, science, language arts, or social studies). Prior to the instructional period, teacher candidates must obtain approval for lesson plans from the classroom teacher. The university instructor will observe at least two of the three lessons taught. As arranged by the instructor, teacher candidates will also tutor individual middle-level students and facilitate book club sessions.

K. Course Outcomes and Evaluation:

Candidates will be evaluated using the UCA Teacher Performance Outcomes Assessment (TPOA) Instrument. All four domains will be assessed through case response discussions, lesson plans, lesson presentations, and reflective journals. Self-evaluation by candidates will also be an expected part of the evaluation process. Candidates will begin to compile their Exit Portfolio (see Candidate Services web page.) Candidates must select and organize evidence of all criteria in each of the four domains. During the semester that candidates are enrolled in Internship I, their readiness to enter Internship II is assessed via the portfolio and mentor teacher/university instructor evaluation using the TPOA.

The course grade components and relative weights of each will be as follows:

Case Discussion Facilitation	1 @ 50 points
Lesson Plans, Class Profiles, & Self-Evaluations	3 @ 100 points each
Reflective Journal (10 @ 5 pts each)	1 @ 50 points
Listserv Summary	1 @ 30 points

Note: Ten percent of the point value for each day late will be deducted for late work. The required portfolio will be assessed on a Pass/Fail basis.

Grading scale:

A= 90 – 100

B= 80 - 90

C= 70 - 80

D= 65 - 70

F=below 65

L. Attendance Policy:

The professional nature of the internship demands professional behavior in all matters, including punctuality and responsible attendance. Teacher candidates are expected to exhibit a high degree of professionalism as reflected in their speech, manner, and dress. Candidates will be expected to attend all scheduled times in the public schools. Absences should be only in the case of illness or emergencies. For unavoidable absences, proper notification is expected as well as plans to make-up the time and work in the internship setting. Unprofessional conduct relative to attendance will result in a conference with the instructor. Continued disregard for professional conduct will result in candidates being asked to drop the senior block.

M. Student Handbook Policies:

Candidates are expected to follow the policies regarding academic dishonesty, sexual harassment, and academic issues as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies listed in the Handbook.

Plagiarism is the presentation of another person's work, ideas, or expressions as your own whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties – failure on the assignment or in the course.

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 450-3135.

N. Bibliography:

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