

# MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION

**Course Prefix & Number:** AIS, EDE, EDS, EDX, MUE, PE, TKT 4886/4896

**Course Title:** Teaching Internship in Secondary Education

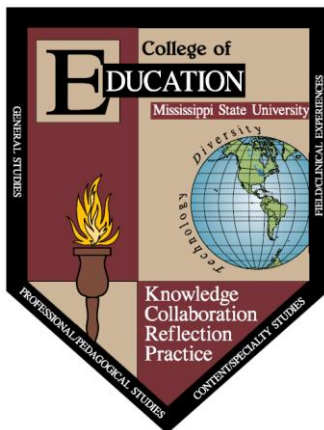
**Credit Hours:** 12 semester hours

**Type of Course:** Field-Based Internship

**Prerequisites:** Admission to Teacher Education, a minimum grade point average of 2.5 overall and in major, completion of all professional education courses with a "C" or better, and interns must take Praxis Subject Assessment and Principles of Learning & Teaching prior to the first day in the internship.

**Catalog Description:** Professional full-day public school teaching experience in one 16-week or two consecutive 8-week placements in diverse settings and grade levels under the direction of classroom mentor teacher(s) and university supervisor.

## College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

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## **Course Objectives:**

The teacher intern will:

1. Assess personal/social suitability for teaching and evaluate choice of major/concentration and grade-level interest. **(CFPO 1)**
2. Experience all roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities in a 16 week program. **(InTASC 1-10; CFPO 1)**
3. Apply principles and methods from the knowledge base of the professional program. **(InTASC 4, 7; CFPO 3)**
4. Use technology in communication, lesson planning and instruction. **(InTASC 5; CFPO 10)**
5. Gain experience working with students with special needs. **(InTASC 1, 2; CFPO 2)**
6. Experiment with alternative strategies to increase student learning. **(InTASC 2, 3, 5, 6, 8; CFPO 7, 9)**
7. Gain experience working with students from different cultural and socioeconomic backgrounds. **(InTASC 2, 3, 7; CFPO 1, 6)**
8. Observe and practice classroom management strategies. **(InTASC 1, 3, 5; CFPO 6)**
9. Communicate about and discuss all phases of experience with both the school site supervisor and the university supervisor. **(InTASC 9; CFPO 1-10)**
10. Receive feedback from structured observations, including conferencing and suggestions for improvement, from the school site supervisor and university supervisor. **(InTASC 1-10; CFPO 1-10)**
11. Practice the skills identified in the Teacher Intern Assessment Instrument. **(InTASC 1-10; CFPO 1-10)**
12. Gain knowledge of classroom and school practices and policies. **(InTASC 9; CFPO 1, 7, 8)**
13. Gain knowledge of parent involvement activities and practices. **(InTASC 10)**
14. Become a professional teacher through self-evaluation, problem solving, and reflection about teaching and learning. **(InTASC 9; CFPO 1)**

## **Topics to Be Covered:**

Individual topics are not covered during the teaching internship. Teacher interns are evaluated on their ability to implement strategies, concepts, and methodologies presented in coursework taken prior to the internship.

Teacher interns will demonstrate the performance standards and expectations included in three assessment instruments (Parts I, II, and III) used to assess teacher interns during the Teaching Internship. The assessments are as follows:

- Part I: Teacher Intern Assessment Instrument (TIAI) – Formative and Summative
- Part II: Dispositions Assessment
- Part III: Content Area Performance Assessment (CAPA)

The TIAI is based on the ten standards developed by the Interstate New Teacher Assessment and Support Consortium (InTASC).

### **Required Text:**

Office of Clinical/Field-Based Instruction, Licensure, and Outreach. Mississippi State University. (Current). *Internship in Teaching Handbook*.

### **Online Subscription:**

This course requires a subscription to *Taskstream* which is an online portfolio used for course assignments and assessment purposes. To obtain a subscription, go to [www.taskstream.com](http://www.taskstream.com) . Click Create or Renew an Account at the top. Follow the directions for Option 1.

### **Methods of Instruction:**

Performance Based Instruction. Each teacher intern is assigned a classroom mentor teacher (CMT) and a university supervisor. Throughout the internship, teacher interns will be assessed on the performance standards and expectations included in the three assessment instruments and will receive feedback from the CMT and university supervisor. The teacher intern will have daily contact with mentor teacher and correspond with university supervisor via email or phone as often as needed or desired. Classroom mentor teachers and university supervisors use constructive criticism, shared knowledge, and positive feedback in an attempt to guide each teacher intern to become a professional, reflective, and effective educator of K-12 students. Specific components of each assessment are explained below.

### **Suggested Student Activities:**

#### **PART I: TEACHER INTERN ASSESSMENT (TIAI):**

##### ***Planning and Preparation***

1. Selects developmentally appropriate, performance-based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. **(InTASC 4, 7)**
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g. pretests, interest inventories, surveys, and KWLs) to make instruction relevant and meaningful. **(InTASC 1, 2, 3, 4, 7)**

3. Integrates core content knowledge from other subject areas into lessons. **(InTASC 4, 7)**
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures, and uses a variety of teaching materials and technology. **(InTASC 1, 4, 5, 7, 8)**
5. Prepares appropriate assessments (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. **(InTASC 6, 7)**
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex.-use of pre/post assessments, surveys, inventories, remediation, and enrichment activities). **(InTASC 1, 2, 7, 8)**

### ***Assessment***

7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. **(InTASC 6)**
8. Incorporates a variety of informal and formal assessments (ex.-pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. **(InTASC 1, 2, 7, 8)**

### ***Instruction***

9. Uses acceptable written, oral, and nonverbal communication in planning and instruction. **(InTASC 5)**
10. Provides clear, complete written and/or oral directions for instructional activities. **(InTASC 8)**
11. Communicates high expectations for learning to all students. **(InTASC 2)**
12. Conveys enthusiasm for teaching and learning. **(InTASC 3, 4)**
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. **(InTASC 1, 3, 5)**
14. Demonstrates knowledge of content for all subject(s) taught. **(InTASC 4)**
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. **(InTASC 8)**
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs). **(InTASC 1, 2, 8)**

17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for all students to apply concepts in problem solving and critical thinking. **(InTASC 4, 5, 8)**
18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. **(InTASC 1, 5, 8)**
19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. **(InTASC 10)**

### ***Learning Environment***

20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. **(InTASC 3)**
21. Attends to or delegates routine tasks. **(InTASC 3)**
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. **(InTASC 3)**
23. Creates and maintains a climate of fairness, safety, respect, and support for all students. **(InTASC 3)**
24. Maximizes time available for instruction (uses instructional time effectively). **(InTASC 3)**

### ***Professional Responsibilities***

25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.). **(InTASC 10)**

### **PART II: DISPOSITIONS ASSESSMENT:**

Dispositions are the attitudes and beliefs about learning and teaching (e.g., the belief that all children can learn) and the ability to exhibit professional conduct and behavior. The teacher education program addresses the knowledge, skills/performances, and dispositions needed by beginning teachers. The purpose of this assessment is to evaluate whether teacher interns consistently meet the expectations for personal and professional characteristics and professionalism. The Dispositions Assessment is completed by classroom mentor teachers and university supervisors twice during the teaching internship semester.

### **PART III: CONTENT AREA PERFORMANCE ASSESSMENT (CAPA):**

This evaluation is intended to provide assessment of the teacher intern's abilities to plan, teach, and impact student learning of the assigned content. These objectives can be met through the implementation of criteria which reflect the philosophy, theories, and methods taught during education courses and the professional core at Mississippi State University.

### **Student Activities:**

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1. Read and understand role expectations, performance assessment standards, and dispositions located in the *Internship in Teaching Handbook*. (Objectives 2, 3, 7, 9, 12, 13, 14)
2. Submit hard copies of lesson plans weekly to classroom mentor teacher and submit lesson plans electronically in Taskstream on all assigned weeks. (Objectives 2, 3, 4, 5, 6, 10, 11)
3. Observe and analyze two other classroom teachers and complete the following written assignments: *Observation 1: Planning and Instructional Delivery*; *Observation 2: Classroom Management* and *Observation 3: Observation of ELL Students*. (Objectives 5, 6, 7, 8, 12, 14)
4. Complete an *Impact on Student Learning* assignment. Interns will determine the impact of instruction on all students' learning, use assessments to make decisions about instruction, analyze and communicate students' performance results, and reflect on teaching performance. (Objectives 2, 3, 4, 5, 6, 7, 14)
5. Complete a *Video Self-Reflection Assignment* which includes videotaped lesson and reflection paper. (Objectives 3, 4, 5, 6, 7, 8, 14)
6. Meet performance expectations for major as defined in the *Content Area Performance Assessment*. (Objectives 2, 3, 4, 5, 6, 7, 8, 11, 14)
7. Complete a *Differentiated Instruction Assignment* which includes differentiated plans with research/evidence-based sources and a reflection of differentiation strategies/activities. (Objectives 3, 5, 6, 7)
8. Complete a *Family Involvement Assignment* an introductory letter to parents/guardians, documentation log, and two parent involvement activities. (Objectives 2, 3, 4, 5, 6, 7, 13, 14)
9. Complete the *Internship Experience Think-Share* form in Taskstream at end of Teaching Internship. (Objectives 1, 14)
10. Complete the *Plans for the Future* form in Taskstream at end of Teaching Internship. (Objectives 1, 14)

**Mississippi State University Student Honor Code:** *“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”*

**Technology:** Assessments completed by classroom mentor teachers and university supervisors are documented in Taskstream, a web-based e-portfolio program. Teacher intern assignments are submitted and evaluated in Taskstream. This technology allows us to document, organize, and manage assessment processes, surveys, and address accreditation requirements.

**Diversity:** The Office of Clinical/Field-Based Instruction (OCFBI) reviews field and clinical experiences to ensure that programs provide ample opportunities for candidates to learn to teach a diverse group of students as it relates to culture, gender, race, language, exceptionality, religion, and socioeconomic background. Indicators are integrated throughout the internship to promote efforts to help candidates effectively teach all learners in all settings. The Teacher Intern Assessment Instrument (TIAI) has several components that address diversity, including incorporating multicultural perspectives into lessons, and differentiating learning to accommodate diverse learning styles (such as multiple intelligence theory). All teacher interns are also required to conduct an analysis of impact on student learning, which prompts them to examine and quantify the relationship between their teaching and the needs of a diverse student population in a classroom environment.

**Students with Disabilities:** Students registered with Student Support Services will need to provide a notification letter to the Office of Clinical/Field-Based Instruction, Licensure, and Outreach at the time of application for the teaching internship. Accommodations/Modifications will be made according to documentation from Student Support Services. The Office of Clinical/Field-Based Instruction, Licensure, and Outreach is not obligated or allowed to make any accommodations/modifications for students not registered with Student Support Services.

**Field Component:** The teaching internship consists of two, eight-week field-based placements in K-12 schools.

**Evaluation of Student Progress:** Assessment of teacher intern progress is based on structured observations, Formative and Summative TIAI evaluations, Dispositions Assessments, Content Area Performance Assessments, and successful completion of all Teaching Internship assignments. All assessments are completed by classroom mentor teachers and university supervisors. Assignments are evaluated by university supervisors. Each eight-week placement is based on a 1000 point scale in Taskstream.

**Grading scale.** Each teacher intern receives two grades for the teaching internship, one for each 8-week placement. The points in Taskstream determine the final grade; refer to the grading scale below to determine the letter grade. (Please note that this is **not** a ten-point scale.)

**A:** 930-1000 points

**B:** 830-929 points

**C:** 750-829 points

**D:** 700-749 points

**F:** 699 points or less

## Grading Policies for edTPA Pilot Group

### edTPA scale:

edTPA score	Conversion	Taskstream Points
35-75	100 X 2.5	250
20-34	90X2.5	225
10-19	80X 2.5	200
0-09	70X 2.5	175

### 1<sup>st</sup> placement

**A: 707-760; B: 631-706; C: 570-630; D: 532-569; F: 531 points or below**

### 2<sup>nd</sup> placement

**A: 930-1000; B: 830-929; C: 750-829; D: 700-749; F: 699 points or below**

Please note that interns must earn a “C” or better in order to progress to the second placement of the teaching internship. Interns must also earn a C or better in both placements of the internship as well as the classroom management class/seminar in order to successfully complete graduation requirements.

**Completion of assignments.** All internship assignments are mandatory, and regardless of point value, **must be completed in order for interns to pass each placement of the internship.**

**Late work.** Any assignment that is submitted **after midnight on the date due will receive no credit but the assignment must still be completed.**

### Bibliography:

Council of Chief State School Officers. (2010, July). *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue* (Draft for Public Comment). Washington, DC.

National Council for Accreditation of Teacher Education (NCATE). (2010, November). *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers*. Washington, D.C.

Winitzky, N., & Arends, R. (1991, January). *Translating Research into Practice: The Effects of Various Forms of Training and Clinical Experience on Preservice Students' Knowledge, Skill, and Reflectiveness*. *Journal of Teacher Education* 42: 52-65.

Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA. Association for Supervision and Curriculum Development.



Charles, C. M. (2010, January). *Building Classroom Discipline* (10th ed.). New Jersey: Prentiss Hall.