

# CUR 498: Directed Teaching (Student Internship)

## Course Syllabus

Spring 2019

Face-to-Face Course – In Assigned Schools

### Faculty Information

J. Gabriel Scala, Ph.D.

gscala@deltastate.edu – When possible, please use the Canvas message system to contact me.

Campus office location: KE 258

Campus office phone number: 662-846-4060

Office hours: TR 9:00-1:00

I will respond to emails within 24-48 hours. Please make appointments so that I can ensure my availability to you for face-to-face meetings.

### Course Materials

#### Required Materials:

The resources provided on the DSU Clinical Experiences, Licensure and Accountability Office Website:

<http://www.deltastate.edu/education-and-human-sciences/cela/>

Teacher Education and Teacher Candidate Handbook

**TaskStream subscription:** This course utilizes TaskStream for data collection and analysis. A current subscription is required and must remain current for the entire semester.

### Course Description

Internship consists of full-time teaching under the supervision of a clinical faculty member in the P-12 setting. Candidates in directed teaching internship will teach in their respective assigned schools for the full length of a P-12 semester. (9)

Pre- or Co-requisites: Admission to internship

### Purpose

- A. To provide teacher candidates the transitional opportunity for application of knowledge based and pedagogical skills in order to develop a repertoire of professional skills and competencies needed to work with students, administrators, parents and colleagues
- B. To help students understand the expectations regarding the roles and responsibilities of a Delta State University teacher candidate, which includes abiding by the Mississippi Educator Code of Ethics and Standards of Conduct.
- C. To provide field experiences under the supervision of an experienced classroom teacher over a full P-12 calendar semester
- D. To help teacher candidates achieve certification and gain employment as a professional educator

## Program Learning Outcomes

This course helps students achieve the following program learning outcomes:

PLO 1: Demonstrate mastery of the appropriate content and skills.

PLO 3: Plan a TIAI and TWS for a diverse student population.

## Course Student Learning Outcomes/Specific Course Objectives

The candidate will:

1. Exhibit professional skills and competencies (CAEP Elementary 1-5; INTASC 1-10)
2. Demonstrate competency in effective lesson planning, teaching strategies and assessment based on current teaching and learning research to include innovations in technology (CAEP Elementary 1-5; INTASC 1-8; ISTE Domain II)
3. Plan and implement a Teacher Intern Assessment Instrument (TIAI) unit in compliance with TIAI indicators and a Teacher Work Sample (TWS) to accompany the unit (CAEP Elementary 1-5; INTASC 1 – 10; ISTE Domain II)
4. Comply with the expectations and requirements associated with a Delta State University teacher candidate (CAEP Elementary 5; INTASC 9, 10)
5. Complete a semester of internship under the supervision of an assigned classroom teacher and university supervisor to include best practices for discipline and classroom management (Comprehensive standards apply)
6. Discuss the organizational patterns and employment procedures used by school districts (CAEP Elementary 5; INTASC 9, 10)
7. Discuss the impact of diverse students on the teaching and learning process (CAEP Elementary 1, 2; INTASC 9)
8. Explain referral practices and resources available in his/her cooperating school (CAEP Elementary 5; INTASC 9, 10)
9. Work cooperatively with the staff and parents of the cooperating school (CAEP Elementary 1, 5; INTASC 10)
10. Self-evaluate the effectiveness of his/her teaching through the use of audio or videotapes, journal entries, check lists, etc. (CAEP Elementary 5; INTASC 9; ISTE Domain V: C, D)
11. Complete all required paperwork for placement, internship and certification (CAEP Elementary 5; INTASC 9, 10)
12. Understand the role of the teacher as a learner (CAEP Elementary 5; INTASC 9)
13. Continue and/or expand professional affiliations (CAEP Elementary 5; INTASC 9, 10)
14. Adhere to the Mississippi Educator Code of Ethics and Standards of Conduct (CAEP Elementary 5; INTASC 9)

## Major Course Activities

- A. Reading assignments:
  1. Internship, TIAI and TWS information
  2. Handbook and policy manual of assigned school
  3. School Law Primer
  4. Mississippi Educator Code of Ethics and Standards of Conduct
- B. Written assignments:
  1. Maintain a daily log of teaching and observing time
  2. Complete daily lesson plans
  3. Complete a minimum of a 7-day Teacher Intern Assessment Instrument (TIAI) unit

4. Complete a Teacher Work Sample (TWS) to accompany the TIAI unit with all eight sections to include contextual factors, learning goals, assessment plan, design for instruction, instructional decision making, analysis of student learning, reflection and self evaluation, and design for instruction in elementary education
  5. Complete an assessment on the Mississippi Educator Code of Ethics and Standards of Conduct
  6. Complete and update resumes for Teacher Recruitment Day
  7. Complete an application for state certification
- C. Internship responsibilities:
1. Perform the duties of the assigned classroom teacher
  2. Adhere to the Mississippi Educator Code of Ethics and Standards of Conduct
  3. Complete TIAI online training module
  4. Implement an approved (by supervising teacher and university supervisor) seven-day TIAI unit and accompanying TWS
  5. Observe classes in assigned school
  6. Prepare lessons for teaching
  7. Evaluate teaching performance through use of video tape
  8. Have frequent conferences with supervising teacher
  9. Have a minimum of four conferences with the assigned university supervisor
  10. Attend Teacher Recruitment Day at Delta State University
  11. Complete all required assignments in TaskStream

## Evaluation and Grading

Field experience = 760 hours or 19 weeks

Internship is the duration of a P-12 semester calendar.

Internship consists of a credit or no-credit grade based on meeting minimum criteria performance on the TIAI/TWS and meeting all of the minimum requirements of internship as indicated by the Teacher Education Program at Delta State University.

## Attendance

Students are expected to attend all campus seminars and to be present for all school days at the assigned elementary school. Only authorized absences will be recognized for make-up work missed. Students will be entitled to make up work according to the following regulations: in cases of personal illness and illness within the student's immediate family (medical excuse required); in cases of death in the immediate family; personal emergencies (handled on an individual basis at the discretion of the instructor); and absences authorized by the Vice-President for Academic Affairs. A course grade of F is automatically given when total absences exceed 25 percent of scheduled classes and activities. Absences begin accumulating at the first class meeting listed in the University schedule. Please refer to the University policy on class attendance and absences in the *DSU Bulletin*.

The DSU Policy for class absences and excuses is below and will be covered on the first day of class:

[DSU Policy on Class Attendance](http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/)

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

## Academic Honesty Policy/Grievance Policy/FERPA

DSU Policy on Academic Honesty: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

Academic Grievance Policy-Undergraduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-undergraduate/>

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student's performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website: <http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies>

## Participation

Interns must participate in all school activities at assigned school and participate meaningfully in all DSU on-campus seminars. Interns must submit weekly time sheet to DSU supervisor; keep up with monthly time log; turn in lesson plans at least 24 hours before teaching to cooperating teacher; turn in TIAI/TWS to DSU supervisor at least 2 weeks prior to teaching; submit all required documents on Taskstream.

## Etiquette and Civility Online/Netiquette

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

Below is a source with some basic netiquette tips that you may find useful:

<https://elearningindustry.com/10-netiquette-tips-online-discussions>

## Additional Course-Specific Rules, Policies, Expectations

All requirements for internship must be satisfactorily completed before receiving a grade of credit in this course. Participation during seminars and all internship requirements are contingent upon meeting standards of professionalism in the schools and meeting assignment/deadline requirements for lesson plans and the TIAI and TWS.

Interns are expected to adhere to the Mississippi Educator Code of Ethics and Standards of Conduct and the COEHS Dispositions Rating Scale. Failure to comply with the standards and dispositions could result in dismissal from internship and the Teacher Education Program.

Please also see Attendance Policy for course specific requirements.

## Course Schedule/Content Outline

*A suggested time line for your internship semester is as follows:*

**Weeks 1 and 2:** *Attend staff development sessions with your cooperating teacher. Assist your cooperating teacher in preparing the classroom for students. Orient yourself to the school and classroom. Work with individual students, learn classroom routines, and discuss plans, duties, and activities with the cooperating teacher.*

**Week 3:** *Continue observing in the classroom. Plan and teach at least two lessons this week. Conference with your cooperating teacher. Begin to assume some classroom responsibilities. Discuss possible TIAI topics and schedule a tentative date to begin teaching the TIAI.*

**Weeks 4-5:** Assume more teaching responsibilities by teaching multiple periods and/or lessons. Construct a bulletin board. Continue conferencing with the cooperating teacher and your university supervisor to evaluate your performance as a teacher. Work on TIAI and TWS. Observe at least 2 hours in other grade levels and/or subject areas.

**Weeks 6-7:** Continue to teach multiple lessons each week with conferences with your cooperating teacher and supervisor. Observe/teach at least 4 hours in other grade levels and/or subject areas.

**Weeks 8- 9:** Submit your TIAI/TWS to your cooperating teacher **and then** to your university supervisor for approval. Finalize date to begin teaching the TIAI. Construct TIAI bulletin board. Continue teaching multiple lessons. Observe/teach at least 4 hours in other grade levels and/or subject areas.

**Weeks 10 – 11:** Successfully teach TIAI unit with evaluations from your cooperating teacher and DSU supervisor. Submit last two sections of TWS (analysis section and reflection/self-evaluation section) to your DSU supervisor. Continue to assume more and more teaching responsibilities each week. For at least 5 days, assume complete responsibility for the classroom, carrying out all teaching and other duties your cooperating teacher normally assumes. Construct another bulletin board. Observe/teach at least 4 hours in other grade levels and/or subject areas.

**Weeks 12 - 17:** Continue to teach lessons as assigned by your cooperating teacher. Construct a final bulletin board. For at least 5 days, assume complete responsibility for the classroom, carrying out all teaching and other duties your cooperating teacher normally assumes. Observe/teach at least 4 hours in other grade levels and/or subject areas.

**Month of December and/or May:** TIAI and dispositions evaluations are due in Task Stream by supervisors and cooperating teachers. Continue to teach lessons as assigned by your cooperating teacher and continue to teach lessons in other grade levels/subject areas. Make sure you have submitted everything your supervisor and the Office of Field Experiences needs. Make sure your cooperating teacher has turned in everything he/she needs to on Task Stream and in hard copy to the Office of Field Experiences.

**NOTE: YOU ARE NOT TO WORK ON LESSON PLANS DURING YOUR SCHOOL DAY. DURING THE DAY, YOU SHOULD EITHER BE TEACHING, OBSERVING, OR ASSISTING WITH TEACHING. YOUR PLANNING PERIOD IS THE ONLY TIME DURING THE SCHOOL DAY IN WHICH YOU SHOULD WORK ON LESSON PLANS, INCLUDING THE TIAI AND TWS.**

Other important information may be found in the Course Catalog: <http://www.deltastate.edu/academic-affairs/catalog/>

## Technology

Candidates will use a variety of technology resources as teaching and learning tools. These will include, but not be limited to, Canvas, Taskstream, PowerPoint, Promethean Board, Internet web searches, websites for teachers, apps, videos and programs such as Microsoft Word for managing files. It is required that word processors be used in creating Teacher Intern Assessment Instrument (TIAI) lesson plans as well as all other major assignments. Candidates will be required to integrate technology through their lesson plans and implementation.

For assistance using Canvas, you can click the help icon in your course, or refer to the [Canvas Student Guide](#). If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at [helpdesk@deltastate.edu](mailto:helpdesk@deltastate.edu) or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

Link to Canvas: <https://deltastate.instructure.com>

Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10720>

Canvas Privacy Policy: <https://www.canvaslms.com/policies/privacy>

Canvas Accessibility Statement: <https://www.canvaslms.com/accessibility>

## Student Support Services

### Student Success Center

The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: <http://www.deltastate.edu/student-success-center/>.

### Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

### Writing Resources for Students

- Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
- <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
- Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
- Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>  
Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

## ADA Statement and Disability Services

Information about [Disability Services](#) can be found on the DSU website. <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Disability Services](#), at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

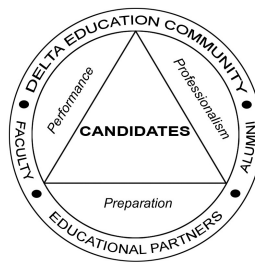
Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

## Disclaimer

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.

## College of Education Conceptual Framework

### DELTA P<sup>3</sup> MODEL



**Vision:** The Delta State University College of Education promotes a vibrant educational community committed to preparing capable and confident candidates who can positively affect learning outcomes of students in the P-12 school setting. Appropriately illustrated by the Delta triangle, the model reflects candidate development through the triad of preparation, performance and professionalism, supported by the greater Delta educational community (faculty, educational partners, and alumni).

### Guiding Principles

1. **Education is a lifelong endeavor**, requiring an ever-expanding content knowledge base, a repertoire of skills, and a broad experience base. (GP1)
2. **Education is interactive and reflective**, a process that is accomplished through assessment and reflection of a collaborative nature. (GP2)
3. **Education is culturally contextualized**, requiring both an understanding and appreciation of the diversity of all individuals within the learning community. (GP3)
4. **Education is dynamic**, with change being driven by assessment data and the needs of all segments of the educational community. (GP4)
5. **Education is enhanced by technology**, infused throughout programs and services. (GP5)

### Diversity Proficiencies Expected of Candidates

Candidates will:

1. Develop the capacity to teach in diverse settings with students and colleagues of varying backgrounds, ethnicities, capabilities, and beliefs (CF 1, 3; DRS 3)
2. Identify contextual factors that may influence student learning and act upon those factors in planning



curriculum and instruction. (CF 2, 3, 4; DRS 2)

3. Establish classroom and school climate that reflects the belief that all students have the ability to learn. (CF 2, 3, 4; DRS 1, 2, 4)
4. Differentiate instruction and experiences based on contextual factors and the diverse needs of learners. (CF 2, 3, 4, 5; DRS 1, 2, 4)
5. Use appropriate assessment strategies to serve the diverse needs of learners. (CF 3, 4; DRS 1,2)

\*CF = Delta P<sup>3</sup> Model; DRS = Dispositions Rating Scale

## References

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## Rubrics and Scoring Guides

TIAI and TWS directions and rubrics can be found online on the DSU Clinical Experiences, Licensure and Accountability Office Website: <http://www.deltastate.edu/education-and-human-sciences/cela/>