EDML 598: Internship A in the Middle School

I. Descriptive Information:
Catalog Description: Application of effective teaching techniques and organization of instructional settings for middle school students.

Course Credit: Three (3) undergraduate/graduate credit hours.

Prerequisites: Acceptance to the Internship Program in Middle Level Education

Intended Audience: Students intending to teach at the middle school level

II. Statement of Course Goals and Objectives

A. Goal: To provide an opportunity for pre-service professional educators to examine the role and responsibilities of middle school teachers.

B. Objectives

- Demonstrate an ability to carry out a variety of tasks related to effective teaching of middle level students.
- Demonstrate the ability to plan and implement instructional lessons.
- Demonstrate an ability to plan, implement, and adapt curricula for students of diverse cultural and language backgrounds.
- Demonstrate an ability to plan, implement, and adapt curricula for students with diverse academic needs and who demonstrate a wide range of exceptionality.
- Utilize research-based theories of learning in classroom situations.
- Use classroom inquiry and research methodology as part of the assessment process.
- Demonstrate knowledge of mandated teacher evaluation procedures.
- Demonstrate the ability to implement appropriate classroom management techniques.
- Demonstrate an awareness of student discipline codes and the ability to implement disciplinary procedures.
- Showcase professional ethics, responsibilities, and activities.
- Demonstrate the ability to integrate instructional technology and applied academic activities.

III. Required Texts and Readings

ADEPT System Guidelines
Other readings to be announced

IV. Academic Requirements of the Course

Professionalism:
Interns are expected to act, dress, and talk like a professional educator. This means appropriately following the school dress code (i.e. no spaghetti straps, jeans, flip flops, etc.), arriving on time
to school, and being prepared to begin class. If the intern will be late or absent from school he/she needs to alert both the cooperating teacher AND the university supervisor. The intern must also make sure that the work for that day is covered. Excessive absents will result in later grade reduction.

Professionalism also applies to appropriate conduct in and out of school. When talking about students real names should not be used, confidential information should not be revealed, and respectful attitudes should be maintained in regards to the students, the faculty, and the administration.

Last professionalism applies to the intern’s conduct as a learner. Your internship binder will be assessed here. Good teachers continually reflect, rethink, and critically analyze their own practice. As a beginning/novice teacher it is imperative to become the best possible teacher. Please remember that we are all working toward the same goal. Interns should be reflective, thoughtful, and responsive to feedback regarding their teaching.

Field Packet:
The field packet is a group of activities to help the intern become acquainted with the school and to hone their teaching practices. Each activity has a description, rubric, and due date. The topics include:

- A parent letter
- Interview of school personnel
- Mapping Teacher Movement
- Anecdotal Observations
- Analysis of two different management Styles
- Analysis of learning (by subgroups)
- Understanding IEPs/implementation
- Exploration of the physical environment
- Middle School Self-study
- “Hot” and “Cold” Lessons

The intern is expected to email the assignment to the university supervisor by 5:00 p.m. of the due date. If there are technical difficulties, it is the intern’s responsibility to hand-deliver the assignment to Wardlaw and to call the university supervisor to confirm. Assignments will not be accepted late.

Observations/Conferences:
The university observation/conference form will be used to evaluate the intern’s teaching at the middle school level. The cooperating teacher will conduct 2 formal ADEPT evaluations and the university supervisor will do the same.

Complete a formal lesson plan for each of the four (4) observed lessons. The lesson plan form is attached to this syllabus and is consistent with the form used in the USC middle level methods courses. This plan should be done prior to the observation and available to both the cooperating teacher and the university supervisor the day of the observation along with any supporting handouts.
A rubric for the observations follows:

Each observation is worth 20 points

<table>
<thead>
<tr>
<th>Written Lesson Plan (8 points)</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>See lesson plan rubric.</td>
<td>See lesson plan rubric</td>
<td>See lesson plan rubric</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Observation (10 points)</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student passes on less than 5 of the ADEPT PDs.</td>
<td>Student passes on 5-6 of the ADEPT PDs.</td>
<td>Student passes on 7 of the ADEPT PDs.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Post – Lesson Conference (2 Points)</th>
<th>Does Not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not reflect on his/her lesson, only summarizes it or provides a basic judgment (ex. “It went fine.”). Student offers no suggestions for revisions or suggestions are not pedagogically sound or culturally sensitive revisions. Student chooses to disregard feedback from cooperating teacher and university supervisor.</td>
<td>Student reflects about his/her lesson. Most suggestions are pedagogically sound and the student accepts feedback from cooperating teacher and university supervisor.</td>
<td>Student reflects deeply about his/her lesson. Student suggests pedagogically sound and culturally sensitive revisions, and willingly accepts feedback from cooperating teacher and university supervisor.</td>
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</tbody>
</table>

V. Evaluation and Grading

Internship A of the yearlong internship carries 3 semester hours credit. Each placement requires that the intern report to the school 7.5 to 10 hours per week, Monday through Friday for 1.5 to 2 hours each day beginning August 24th and ending on December 8th.

Interns are expected to have a minimum of four lessons observed using the ADEPT system. The university supervisor will conduct two of these observations and the classroom teacher will conduct two.

A final evaluation of your performance will take place during the last week of Internship A. A student must earn a grade of B or better and a positive recommendation from the university supervisor and the classroom teacher to be considered for enrollment in Internship B.

Field Packet 40% of grade
Observation Lessons 40% of grade
Professionalism 20% of grade

Letter grades will be assigned on the basis of total points earned in the course according to the following distribution:

Grade Total Points
A 90 - 100
Anything below a B will need to be discussed in a one-on-one meeting prior to the end of the semester.

**VII. Overview of Internship and Internship Student Schedule**

Introduction: The yearlong Secondary Education internship affords the pre-service professional educator the opportunity to phase in to a full classroom-teaching load and to gain experience throughout the entire school year.

The following is a list of **suggested** activities for each two-week period in each placement.

**Phase 1: Assisting the Supervising Master Teacher (weeks 1-3)**

The first block of internship is focused on the goal of helping the intern become acquainted with the supervising teacher and respective students via activities that include, but are not limited to:

1. individual and small group work,
2. developing instructional activities,
3. assisting in assessment tasks, and
4. fulfilling standard non-instructional duties as appropriate.

The intern is expected to assist the supervising teacher in all aspects of classroom setup, management, instructional routines, and procedures. The intern is also expected to gain familiarity with and understanding of the varying needs of diverse learners.

**Phase 2: Developing Instructional Skills and Sense of School (weeks 3-10)**

The second block of internship is focused on providing the intern with opportunities for extending development of classroom-based instruction and planning skills, classroom teaching and for observing a variety of other teachers and programs in the school placement. **Suggested** activities may include, but are not limited to:

1. developing detailed lesson plans that accommodate a wide diversity of student needs,
2. implementing planned lessons in the classroom,
3. continuing, as appropriate, activities from Phase 1, and
4. observing and shadowing school personnel in a variety of settings (e.g., compensatory, special education, tech-prep/college preparation programs, guidance and discipline personnel, media/technology specialists, etc.).

The intern is expected to continue refining his/her planning and instructional development skills under the supervision of the master teacher. Additionally, the intern is expected to engage in a variety of other in-school placements as determined by the master teacher.

**Phase 3: Implementing Planned Instruction (weeks 10-15)**
The third block of internship is focused on engaging the intern in assumption of the instructional responsibilities of the supervising master teacher. *Suggested* activities may include, but are not limited to:

1. developing extended lesson and unit plans,
2. implementing whole-class instruction (for formal evaluation),
3. assessing and evaluating student performance, and
4. reflecting upon effectiveness of instruction and appropriate changes/adjustments.

The intern is expected to plan, implement, and assess whole-class instruction under the supervision of the master teacher. This process should include opportunities for self-evaluation of general teaching performance in concert with the master teacher and the USC supervisor.