



MISSISSIPPI STATE UNIVERSITY™

COLLEGE OF EDUCATION

Department of Curriculum, Instruction, and Special Education Course Syllabus

EDS 8886/8896 Dimensions of Learning I and II

Credit Hours: Six (6) credit hours

Method of Instruction: Clinical Instruction/Field-Based Internship

Catalog Description: Six hours clinical instruction. Supervised observation and directed teaching in respective field of endorsement.

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 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 center on the tenets of knowledge, collaboration, reflection, and practice. For additional information, please visit <https://www.educ.msstate.edu/about/framework/>

Course Objectives

The intern will:

1. Assess personal/social suitability for teaching and evaluate choice of major/concentration and grade-level interest. (CFPO 1; CAEP 1.2)
2. Experience all roles of a professional teacher. (INTASC 1-10; CFPO 1; CAEP 1.1, 1.4, 2.3; CRT 1.1-14.1)
3. Apply theories and methods from the knowledge base of the professional program. (INTASC 4, 7; CFPO 3; CRT 9.2; CAEP 2.1)
4. Experience working with students with special needs. (INTASC 1, 2; CFPO 2; CAEP 1.2, 1.4, 2.3; CRT 1.1, 3.1 8.1)
5. Experiment with alternative strategies to increase student learning. (INTASC 2, 3, 5, 6, 8; CFPO 7, 9; CAEP 2.3; CRT 2.1, 2.2, 4.1, 8.1, 9.1, 9.2 10.1, 11.1 12.1, 13.1)
6. Develop skills working with students from different cultural and socioeconomic backgrounds. (INTASC 2, 3, 7; CFPO 1, 6; CAPE 2.3; CRT 1.1, 3.1, 5.1)

7. Observe and practice classroom management strategies. (INTASC 1, 3, 5; CFPO 6; CAEP 2.3; CRT 5.1, 7.1, 8.1, 12.1, 14.1)
8. Communicate about and discuss all phases of experience with the University Supervisor. (INTASC 9; CFPO 1-10; CAEP 2.1, 2.2)
9. Participate in parent involvement activities and practices. (INTASC 10, CRT 7.1)
10. Practice the reflective action process. (INTASC 9; CFPO 1; CAEP 1.1, 1.2, 1.4)
11. Interns will be able to demonstrate the performance standards and expectations on the Intern Assessment Instrument. The assessment of teaching performance is based on the ten standards developed by the NBPTS & INTASC. (INTASC 1-10; CFPO 1-10)

Detailed Course Outline/Topics Covered in the Course

1. Planning and Preparation- (18 contact hours)
 - a. Prepares complete lesson plans that meet curriculum goals.
 - b. Uses information about students to plan and organize instruction to accommodate differences in developmental and individual needs.
 - c. Uses knowledge of students' needs, interests, and experiences.
 - d. Plans lessons that integrate knowledge from several subject areas.
 - e. Incorporates multiculturalism and diversity in lessons.
2. Communication and Interaction (18 contact hours)
 - a. Uses acceptable written, oral, and nonverbal communication with students.
 - b. Communicates high expectations for learning to all students.
 - c. Demonstrates communication skills which show sensitivity to diversity.
 - d. Listens to students and demonstrates interest in what they are saying by responding appropriately.
 - e. Builds and sustains a classroom climate of acceptance, encouraging creativity, inquisitiveness and risk-taking.
 - f. Provides opportunities for students to cooperate, communicate, and interact with each other to enhance learning.
 - g. Establishes relationships with parents and guardians.
3. Teaching and Learning (18 contact hours)
 - a. Displays knowledge of the subject being taught.
 - b. Projects enthusiasm for teaching and learning.
 - c. States objectives and communicates the importance of topics being studied.
 - d. Uses knowledge of students' prior understandings and experiences to make instruction relevant and meaningful.
 - e. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation).
 - f. Provides learning experiences that accommodate differences in developmental and individual needs (e.g., various levels, learning styles, performance modes, and multiple intelligences).
 - g. Relates concepts using language that is understood by the students.
 - h. Gives directions appropriate for carrying out instructional activities and uses concrete examples to clarify when necessary.
 - i. Incorporates a variety of technology and resources into instruction (e.g., VCR, overhead projector, calculators, computers, newspapers, etc.).
 - j. Provides opportunities for students to apply concepts in problem-solving and critical thinking.
 - k. Uses questioning to identify misconceptions or confusion and to monitor student work.

- l. Uses higher-order questions to engage students in original, creative, and evaluative thinking.
 - m. Adjusts strategies in response to learner feedback and encourages students to expand on and support their responses.
 - n. Uses adequate wait time (e.g., 3 to 5 seconds) for responses in order to encourage higher-level, reflective thinking.
 - o. Gives timely feedback on academic performance and discusses corrective procedures to be taken.
 - p. Uses community resources to enhance student learning.
4. Managing the Learning Environment (18 contact hours)
- a. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.
 - b. Uses instructional time effectively.
 - c. Monitors student participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
 - d. Establishes efficient routines for procedural tasks and delegates to students.
 - e. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning.
 - f. Analyzes the classroom environment and makes adjustments to enhance social relationships, student motivation and learning.
 - g. Utilizes individual and group responses to pace learning, proceed with new work, or re-teach unclear parts of the lesson.
 - h. Attends to organizing time, space, activities and materials to provide equitable engagement of students in productive tasks.
5. Assessment of Student Learning (18 contact hours)
- a. Communicates assessment criteria and performance standards to the students.
 - b. Develops and uses a variety of formal and informal performance assessments.
 - c. Encourages students to assume responsibility for learning and to engage in self-evaluation.
 - d. Maintains records of student work and performance and communicates student progress to students, parents and colleagues.

Text/Course Materials

Master of Arts in Teaching Internship Handbook

Description of Instruction

The internship is a full semester clinical experience with the intern assuming responsibility for all aspects of the classroom and academic instruction as full-time teacher of record in a classroom. Interns work with a university supervisor who regularly observes and evaluates intern performance in the classroom. Instructional methods include observation, data analysis and reflection.

Mississippi State University 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.”

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers,

and other academic work. Academic dishonesty will not be tolerated and will be dealt with according to MSU policy. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

For additional information visit: <http://students.msstate.edu/honorcode>.

Technology

Technical support is available should you encounter any technological problems while enrolled in this class. If you need assistance, information is available at the Center for Distance Education (http://distance.msstate.edu/technical_assistance).

Computer/Technology Requirements include:

- Computer with High Speed Internet Access via DSL or equivalent broadband connectivity option (traditional dial-up Internet services do not provide adequate support to the technologies used within the course)
- Required Browser: Mozilla Firefox (Version 3 or higher); verify that your browser is supported by using the Check Browser feature in MyCourses
- Download or upgrade to the latest version of Adobe Acrobat Reader; Adobe Media; Adobe Flash; Shockwave Flash; Java; Quicktime Player; and Lockdown Browser (in order to complete assessments)
- Access to a video camera. You will need access to record teaching activities and submit them to your instructor.
- Frequent access to a document scanner. You will need to be able to scan documents and send them to the instructor as a PDF.
- Frequent access to a digital camera. You will need to be able to take digital pictures of the results of most of the class activities then submit them to the instructor as jpeg.

Diversity

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.

Accommodations for Students with Disabilities

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335 (phone), and <http://www.sss.msstate.edu> (web address).

Field Component

The internship is a full semester clinical experience with the intern assuming responsibility for all aspects of the classroom and academic instruction as full-time teacher of record in a classroom eight hours/day for each day of the semester.

Expected Outcomes of Field Component

The intern will:

- a. Assume responsibility for all aspects of the classroom and academic instruction as full-time teacher of record in a classroom.
- b. Journal and document teaching reflections on a weekly basis.
- c. Communicate regularly with the University Supervisor.
- d. Meet performance expectations for their content area in special education and expectations established by the Teacher Intern Assessment Instrument.

Interns will work with a university supervisor who regularly observes and evaluates candidate performance through formative and summative assessments. The evaluation of teaching performance is based on specific rubrics for each item on the Teacher Intern Assessment Instrument (TIAI).

Evaluation of Student Progress

Assessment/Activity	Points/Percentage of Final Grade
Formative Assessments: The university supervisor is responsible for scheduling and completing two formative assessment observations during the semester. The Formative TIAI consists of 25 indicators with individualized rubrics for each indicator.	0/0
Summative Assessments: The university supervisor is responsible for scheduling and completing two summative assessment observations during the semester. The Summative TIAI consists of 25 indicators with individualized rubrics for each indicator.	300/30%
Lesson Plans: The student will submit four sets of lesson plans with two weeks included in each set (for a total of eight weeks). These lesson plans should be submitted around the time of each formative and summative assessment so that the supervisor can include material found in the lesson plan in each TIAI assessment. The supervisor may set the exact due date for each set of lesson plans. Lesson plans should follow the format required by the student's school.	240/24%
Impact on Student Learning Project: Students use pre- and post-assessments to evaluate their own teaching performance.	100/10%
Parental Involvement Project: Students will write an introductory letter to parents/guardians, document all family contacts and write two reflective papers, one for each parental involvement activity.	100/10%
Dispositions: University supervisors will evaluate the professional dispositions of their student(s).	75/7.5%
Observations: Students are to observe and interview two fellow classroom teachers, focusing on planning and instructional delivery and classroom management. Students complete a written assignment.	90/9%
Photo Assignment: Students are required to submit a photo of them working with students and will provide an explanation of the activities documented in the photo.	45/4.5%
Reflection: Students are to submit a two-page paper reflecting on their professional growth.	50/5%

Grading Scale

Scores assigned letter grades as follows:

A= 100-90

B=89-80

C=79-70

D=69-60

F= 59 and below

Attendance Policy

In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines an excused absence. When an absence from class is essential, the intern must inform the university supervisor by phone or email and include the dates of absence.

Title IX Policy

MSU is committed to complying with the Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence, and /or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEO Programs at 325-8124 or by email to titleix@msstate.edu. Additional resources are available at <http://www.msstaet.edu/web/security/title9-12.pdf> or at <http://students.msstate.edu/sexualmisconduct/>.

University Safety Statement

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Mississippi Educator Code of Ethics

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators. Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues. Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Additional information on the Mississippi Educator Code of Ethics 10 standards is available at https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf.

Teacher interns are initially introduced to the Mississippi Educator Code of Ethics in the orientation module which is required during the semester the intern is admitted to the Master of Arts in Teaching Special Education program. As a part of orientation module, candidates are required to complete an assessment to demonstrate their understanding of the Mississippi Educator Code of Ethics. In addition,

candidates complete a self-assessment using the Common Statewide Dispositions Instrument which is linked to the Mississippi Code of Ethics. A second self-assessment is completed during the internship.

Mississippi College and Career-Ready Standards

Content standards outline the skills and knowledge expected of students from grade to grade and subject to subject. In addition to the Mississippi College and Career-Readiness Standards, the Mississippi Department of Education has developed a wide variety of training materials for educators and administrators across the state.

Prior to teaching internship candidates develop a deep understanding of the critical concepts, principles, and practices of their field. During internship interns are able to use practices to advance the learning of all students toward college and career readiness standards as demonstrated through various internship assignments as well as the Content area Performance Assessment, Dispositions, and Teacher Intern Assessment Instrument.

Bibliography

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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.

Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA. Association for Supervision and Curriculum Development.

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, 52-54.