MISSISSIPPI STATE UNIVERSITY™
COLLEGE OF EDUCATION

Department of Kinesiology Course Syllabus

PE 4886/4896 Teaching Internship in Physical Education

Credit Hours: Twelve (12) semester hours

Method of Instruction: Field-Based 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. 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, Principles of Learning & Teaching prior to the first day in the internship.

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 teacher 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 (instructional and non-instructional) through planned, sequenced activities in a 16-week program. INTASC 1-10; CFPO 1; CAEP 1.1, 1.4, 1.5, 2.3; CRT 1.1, -14.1
3. Apply principles and methods from the knowledge base of the professional program. INTASC 4, 7; CFPO 3; CAEP 1.3, 1.4, 2.3; CRT 1.1-14.1
4. Use technology in communication, lesson planning and instruction. INTASC 5; CFPO 10; CAEP 1.5, 2.3
5. Gain 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, 14.1

6. 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, 4.2, 8.1, 9.1, 9.2, 10.1, 11.1, 12.1, 13.1
7. Gain experience working with students from different cultural and socioeconomic backgrounds. INTASC 2, 3, 7; CFPO 1, 6; CAEP 2.3; CRT 3.1, 5.1,
8. 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
9. Communicate about and discuss all phases of experience with both the classroom mentor teacher and the university supervisor. INTASC 9; CFPO 1-10; CAEP 2.1, 2.2
10. Receive feedback from structured observations, including conferencing and suggestions for improvement, from the classroom mentor teacher and university supervisor. INTASC 1-10; CFPO 1-10; CAEP 1.2, 1.3, 1.4, 1.5, 2.3
11. Practice the skills identified in the Teacher Intern Assessment Instrument. INTASC 1-10; CFPO 1-10; CAEP 1.2, 1.3, 1.4, 1.5, 2.3; CRT 1.1-14.1
12. Gain knowledge of classroom and school practices and policies. INTASC 9; CFPO 1, 7, 8; CAEP 2.1, 2.3
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; CAEP 1.1, 1.2, 1.4

Detailed Course Outline/Topics Covered in the Course

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 Assessments: MSU Dispositions & Statewide Common Dispositions Instrument

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).

Text(s)/Course Materials

Office of Clinical/Field-Based Instruction, Licensure, and Outreach. Mississippi State University. (Current). *Internship in Teaching Handbook.* This course requires a subscription to *Watermark,* which is an online portfolio used for course assignments and assessment purposes. To obtain a subscription, please contact the OCFBI office for a subscription key code and then go to https://www.watermarkinsights.com/signon/.

Description of Instruction

Performance Based Instruction. Teacher interns will be involved in a 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. Teacher interns will gradually pick up the teaching load at a rate that at minimum they will teach all day for twenty five percent of their placement/s.

Instruction is delivered the same across all campuses. 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.

PART I: TEACHER INTERN ASSESSMENT (TIAI):

Planning and Preparation

1. Develops measurable and observable grade and subject level objectives that are aligned with appropriate state curricula frameworks. (INTASC 7; CAEP 1.2, TGR 1)
2. Develops meaningful and authentic learning experiences that accommodate developmental and individual needs of each learner in the group. * (INTASC 2; CAEP 1.1, TGR 2)
   *Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.
3. Integrates core content knowledge across and within subject areas in lessons when appropriate. *(INTASC 7; CAEP 1.1, TGR 4)
   *To Exceed Standard, the instructional plans include integrating content connections across disciplines throughout the internship experience.
4. Plans appropriate and sequential teaching procedures that include innovative introductions and closures. Teaching procedures incorporate different teaching strategies that positively impact student learning and development. * (INTASC 8; CAEP 1.5, TGR 2)
   *Examples include but are not limited to the following: cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.
5. Plans indicate use of appropriate assessments that effectively evaluate student learning and development. * (INTASC 6; CAEP 1.3, TGR 3)
   *Examples include assessments aligned with standards and objectives such as pre/post assessments, quizzes, unit tests, rubrics, and/or checklists.
6. Plans include technology that will engage students in analysis, creativity, and deeper learning experiences to improve student growth, development, and understanding. * (INTASC 7; CAEP 1.5, TGR 6)
   *Examples of technology include the implementation of digital leaning programs using Ipads, Chromebooks, PowerPoints, Smart Boards, Promethean Boards, cell phones, etc.

Assessment

7. Communicates assessment criteria and performance standards to the students and provide feedback to students about academic performance. (INTASC 6; CAEP 1.2, TGR 3)
8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group. *(INTASC 6; CAEP 1.2, TGR 3)
   *****Examples of assessments include pretests, quizzes, unit tests, checklists, rating scales, rubrics, and remediation and enrichment activities.

Instruction

9. Uses standard written, oral, and nonverbal communication in instruction. (INTASC 5; CAEP 1.1, TGR 4)
10. Provides explicit written and oral directions for instructional activities. (INTASC 5; CAEP 1.1, TGR 4)
11. Communicates positive expectations for learning for all students. (INTASC 2; CAEP 1.1, TGR 2)
12. Conveys enthusiasm for teaching and learning for all students. (INTASC 3; CAEP 1.1, TGR 7)

13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning. (INTASC 3; CAEP 1.1, TGR 5)
14. Demonstrates content knowledge and an understanding of how to teach the content. (INTASC 4; CAEP 1.3, TGR 4)
15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development. * (INTASC 8; CAEP 1.3, TGR 4)
    *Examples include use of teaching strategies such as cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.
16. Planned learning experiences are implemented that accommodate differences in developmental and individual needs of each learner in the group. * (INTASC 1; CAEP 1.4, TGR 2)
    *Examples include students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin).
17. Engages all students in critical thinking through higher-order questioning. *(INTASC 5; CAEP 1.4, TGR 4)
    *Guiding questions need to be listed in lesson plans.
18. Adjusts instruction as needed based on student input, cues, and individual/group responses. (INTASC 5; CAEP 1.4, TGR 4)
19. Uses family and/or community resources in instruction to impact student learning and development.* (INTASC 10; CAEP 1.1, TGR 9)
    *Examples include special guests, materials, extracurricular activities, etc.

Learning Environment

20. Adjusts the classroom environment to enhance positive peer relationships, motivation, and learning. (INTASC 3; CAEP 1.1, TGR 5)
21. Attends to and delegates routine tasks. (INTASC 3; CAEP 1.1, TGR 6)
22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs. (INTASC 3; CAEP 1.1, TGR 5)
23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students. (INTASC 3; CAEP 1.1, TGR 7)
24. Maximizes instructional time. (INTASC 7; CAEP 1.1, TGR 6)

Professional Responsibilities

25. Collaborates with professional colleagues (classroom mentor teacher and/or university supervisor) to communicate with families about student learning and development. *(INTASC 10; CAEP 1.1, TGR 9)
    *Examples include documented evidence such as PLCs, data meetings, newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.

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.

Teacher Intern Activities:

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 Watermark 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: O*bservation 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 Watermark at end of Teaching Internship. (Objectives 1, 14)
10. Complete the *Plans for the Future* form in Watermark at end of Teaching Internship. (Objectives 1, 14)

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

Assessments completed by classroom mentor teachers and university supervisors are documented in Watermark, a web-based e-portfolio program. Teacher intern assignments are submitted and evaluated in Watermark. This technology allows us to document, organize, and manage assessment processes, surveys, and address accreditation requirements. Lesson plans document use of technology by both teacher intern and as required to be used by the P12 students.

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.

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 and can be reached via telephone at (662) 325-3335. http://www.sss.msstate.edu.

Field Component

The teaching internship consists of two, eight-week field-based placements in K-12 schools. Teacher interns will be involved in a 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.

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 a grade scale of 508 points in Watermark.

1st Placement/4886

Weekly Plans: The first two weeks are formative. The last 4 weeks are for 24 points each week.	96/19%
Observation I	16/3%
Observation II	20/4%
Differentiating Instruction	44/9%
Video Reflection Assignment	32/6%
Formative Assessment (CMT & US)	0/0
Summative Assessment (CMT)	75/15%
Summative Assessment (US)	75/15%
Dispositions (CMT)	75/15%
Dispositions (US)	75/15%
Total Points:	508

See grade scale, below.

2nd Placement/4896

Weekly Plans: Each of the six weeks of plans are worth 24 points each.	144/28%
Observation III	12/2%
Impact on Student Learning	36/7%
Family Involvement Assignment	16/3%
Formative Assessment (CMT & US)	0/0
Summative Assessment (CMT)	75/15%
Summative Assessment (US)	75/15%
Dispositions (CMT)	75/15%
Dispositions (US)	75/15%
Total Points:	508

Grading Scale

Each teacher intern receives two grades for the teaching internship, one for each 8-week placement. The points in Watermark 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: 508-457 Points
B: 456-406 Points
C: 405-356 Points
D: 355-305 Points
F: 304 Points or Less

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

Attendance Policy

In accordance with university policy (AOP 12.09), students are expected to attend all classes. AOP 12.09 also defines what is an excused absence. Teacher interns are to be at their assigned schools every day. Absences from teaching internship are acceptable only in the case of personal illness or death in the immediate family. In case of illness or a death in the family, the teacher intern must contact the classroom mentor teacher and university supervisor as early as possible, but no later than 7:00 a.m. the day of the absence. Absences are acceptable for interviews only with prior permission from university supervisor and only if intern has fewer than three absences. Intern should understand that all days missed above three must be made up, regardless of the reason for absence/s. Excessive absence for any reason may result in extension of the teacher intern experience or in withdrawal. Excessive absence is defined as over three days during the entire teaching internship. Tardiness is not acceptable. Tardiness is defined as being late for the established reporting time for teachers or for other assigned duties. Three tardies are equal to one absence.

Title IX Policy

MSU is committed to complying with 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 discrimination based on sexual orientation, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced 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 e-mail to titleix@msstate.edu. Additional

resources are available at http://www.msstate.edu/web/security/title9-12.pdf, and 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.

The Mississippi Code of Ethics is covered in Teaching Internship Orientation. Teacher interns are assessed using the Statewide Dispositions Instrument during teaching 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 teacher 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 CAPA, Dispositions, and Teacher Intern Assessment Instrument.

Bibliography

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

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.

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: 52-65.