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SYLLABUS

FOR

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MIDDLE LEVEL EDUCATION
PROFESSIONAL INTERNSHIP

MID ED 4989

INSTRUCTOR: A.H. AMBROSE

Fall 2008

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PREPARING FOR THE CHALLENGE

PART I. COURSE INFO AT-A-GLANCE Ref #12539 Section: X01

SCHEDULED CLASS DATES: Monday through Friday, AUG 21 – DEC 6 (Particular school dates and times; actual dates may extend beyond Dec as determined by Intern)

Dates	Activity
AUG-DEC 2008	Phone communication and My Gateway Communication between Instructor and Interns
AUG 19@ PCMS	Introduction to Internship: Class meets together @ Parkway Central Middle School + Correct use of Resources available + PRE-EVLAUTION: Self Assessment
LATE AUG	INDIVIDUAL GROWTH PLAN: Results of Self-Assessment transformed into IGP for Intern and Classroom Teachers to use.
AUG-DEC 2008	Creation of Web Quest
AUG-DEC 2008	Serve Internship
AUG-DEC 2008 TBA	Visits, observations, collaboration among Instructor, Intern, and Cooperating Teacher as needed or as requested
TBA	TEACHING - LEARNING PROCESS: Seminar, discussion, portfolio development (meetings @ PCMS, dates and time TBA)
Week of DEC 1 dates as needed	POST-EVLAUTION: Collaborative Assessment + Self-Assessment Results used in Portfolio Development

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(PLEASE use home #)

Parkway Central Middle School 471 N. Woods Mill Rd Chesterfield, Mo. 63017 (314-415-7800--PCMS) (314-516-5791--UMSL-Division of Teaching + Learning) (use home phone number)

PORTFOLIO CONSTRUCTION AND ASSESSMENT: A portfolio is a selection of materials (artifacts) chosen by the learner to show what he or she has learned and what the learner is able to do. In a teacher education program, the portfolio demonstrates the learner's growth toward the goals of becoming a teacher and meeting professional standards. The active participation in the Teaching-Learning Process within actual K-12 classrooms provides the optimum opportunity for the student to engage in portfolio construction and reflective self-assessment.

WEB BASED: The essential resources, descriptions, assignments, and other elements of this course are web-based. This allows students 24-hour a day virtual access to (1) instruction (2) educational activities (3) communication with the Instructor and (4) communication with other students, especially those within one's cooperative learning group.

URL ... ADDRESS	NAME	PURPOSE
http://www.umsl.edu/~ambrosea	The Social Studies Place - A. Ambrose	Extensive resources for K-12 students, Preservice Teachers, University Teachers, and K-12 Teachers.
http://mygateway.umsl.edu	MYGATEWAY - BLACKBOARD	Web-based discussions
http://www.umsl.edu/~ambrosea/InternSite/Index2.html	Internship Site	Extensive Resources for Interns

PART II. PHILOSOPHY OF THE COURSE AND DETAILS

1. Framework of Internship : Philosophy and Research

(1) Philosophy: (from the 2001 Student Pamphlet, created by the UMSL-COE)

The focus for Level III is *advanced professional praxis*, via intense internship and student teaching experiences as well as immersion in Area methods tied to application and reflection, and completion of the Professional Portfolio.

Carefully designed methods coursework in concert with the Internship is intended to boost the Pre Service Teacher's ability to integrate and apply knowledge at professional levels. The choice of this combination is based on research clearly indicating that the extensiveness and quality of early and regular clinical experiences (especially field-based ones) cannot be underestimated, since they have been found to be associated with higher student teacher ratings.

(2) Research: (by Dr. Kathleen Brown, UMSL-COE)

Teaching for A New Era of Performance, Technology and Change

As states move into performance-based assessment of teacher preparation for initial certification, a corresponding change must also occur in the way preservice teachers, school administrators and teacher educators are prepared. This study is part of a series investigating an innovative pre-service teacher internship program, which created a three-pronged approach to performance-based teacher program:

- the project was field-based, located at a middle school,
- the project incorporated technology learning for professional development and for K-12 classroom integration,
- and the project encouraged closer ties between the university-based and the school-based teacher educators.

This project brought together Preservice Teachers and university teacher-educators with middle school students, teachers, and administrators. They jointly explored and applied ideas about curriculum, integrating classroom technology, and mentoring in a dynamic setting of personal and organizational change.

The school and the university have been working together in a partnership for more than ten years. Much of this shared work centered on the teaching of elementary social studies. In the early years, a master teacher initially provided his classroom as a "drop-in" lab setting for preservice teachers who were learning social studies methods. Over a period of several years, his work increasingly focused on integrating technology into the classroom, and the extra one-on-one help provided by visiting Preservice Teachers fit his teaching style. His openness to "drop-in" visits by preservice teachers and university faculty was one of his nontraditional approaches to expanding the world of his middle school students.

Initially, twelve Preservice Teachers worked in his 6th grade classroom approximately 20 hours per week, or 280 hours per semester. The university faculty liaison began spending almost as much time at the school site as she did on campus. As the program

grew and word-of-mouth spread about its effectiveness, the program eventually enrolled 126 preservice teacher interns. Many of them have completed their teacher preparation programs and are now in the teaching force.

University teacher educators and school administrators agreed that this is a better way to prepare teachers (see, for example, Ambrose, 2000). However, the project leadership wanted to conduct a more systematic assessment of these impressionistic findings and to look at the project from the eyes of the interns. Consequently, 126 interns have been surveyed in summer 2000 to determine the effects of the internship experience on these teachers, their feelings of preparedness for middle school teaching, for technology use, and for school leadership. Surveys are currently being received and tabulated, and focus groups will be used as well, depending upon the information outcomes.

Among the factors to be examined in the surveys are:

- costs and benefits of working with other individuals in this complex and intense setting,
- costs and benefits of combining the content learning in social studies with the classroom technology integration
- costs and benefits of learning the technology tools for professional development

INTRODUCTION

Our Vision

The University of Missouri-St. Louis 21st Century College of Education, as part of Missouri's public, metropolitan, land-grant, research University, will be a leader in developing educators for instructional, leadership, research and other roles in traditional and non-traditional learning communities. The College is a collaborative teaching and learning environment for educators and is committed to significantly advancing the quality of teaching, learning, and research as it serves a dynamic, technologically advanced and diverse metropolitan community.

What We Believe

- **E**ducation is necessary and valuable for enhancing the lives of individuals and for improving society by examining, creating, and sharing knowledge.
- **E**ffective educators understand, embrace, and celebrate diversity.
- **E**ffective educators recognize inequities and act in ways that bring about social justice.
- **E**ffective educators use diverse, culturally responsive strategies to provide for the individual needs of all learners.
- **E**ffective Educators practice and model professional and ethical behavior.
- **E**ffective educators practice and model active research and seek external support for that research.

- **Effective** educators use technology to increase student engagement and expand learning opportunities for all learners.

- Reflective educators make decisions about best practice informed by existing and emerging research.
- Successful learners and effective educators engage in self-reflection, critical inquiry, and creative endeavors.
- Active engagement is vital to learning.
- Continuing research is essential to inform practice, enhance the community, and advance the professions and the mission of the university.
- Partnership and collaboration among educators, other professionals, parents, students, and the community at large are essential to the learning process.
- Lifelong learning and professional development are critical to the efficacy of educators and the community in a constantly changing world.
- An organization's structure must be consistent with and supportive of its vision.

Our Conceptual Framework

The University of Missouri-St. Louis College of Education prepares educators for the challenges they face now and in the future. The Conceptual Framework, and Knowledge Base upon which it is built, expresses our commitment to engaging in multiple contexts, working with diverse individuals and communities, promoting and supporting social justice, developing and working in collaborative partnerships, and promoting and engaging in quality educational practice. In these ways, we create a dynamic relationship between what the student knows and the integration of new understandings, recognizing that this understanding comes about through social interactions, critical inquiry, and reflection.

Our Work

Our Vision, Beliefs and Conceptual Framework are evidenced throughout our work. This work is specified in the various documents defining the College's Curricula, Standards for Performance, Strategic Plans, and Assessment Systems. These elements are housed in the following:

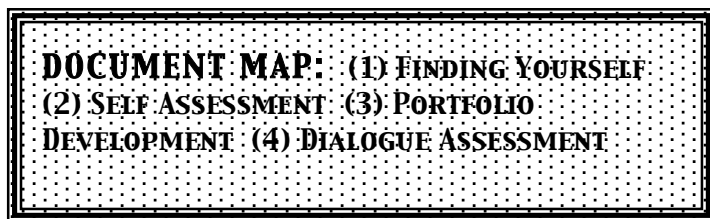
- The Futures I and Futures II Reports
- The Student Guidebooks

- Our course syllabi
- Ongoing Program Improvement System

References

- Ambrose, T., Murphy, C., Natale, D., and Schumacher, D. Professional Development School Partnerships: Reflections and Perspectives. **Peabody Journal of Education**, 74 (3 & 4), 289-299.
- Lieberman, A. and Miller, L., Eds. (1992). **Teachers: Their World and Their Work: Implications for School Improvement**. New York: Teachers College.
- McIntyre, D. , Ed. (2000). **Research on Effective Models for Teacher Education. Teacher Education Yearbook VIII**. Thousand Oaks, CA: Corwin Press.
- Murrell, P. (1999). **Like Stone Soup: The Role of the Professional Development School in the Renewal of Urban Schools**. AACTE: Washington, D.C.

A Developmental Approach to Teacher Preparation and Reflective Self-Assessment



1) FINDING YOURSELF:

You are a student at the University of Missouri at St. Louis ... but not “just another student.” You are making institutional, professional and personal progress in a transformation from student to teacher.

Consider your progress within institutional matriculation. You have petitioned for and been accepted into the College of Education’s Teacher Education Program. You have completed Level One. You have explored education as a profession. You have analyzed the nature and processes of education in Level Two. Now you find yourself with opportunities to synthesize theory and practice in education. You have reached above introductory levels; you have arrived at Level Three. You are a Preservice Teacher, stepping out of the fog of a seemingly endless array of courses and are beginning to see the way clear to a not-too-distant semester when you graduate. You “can’t wait” for Student Teaching !!! The climb up the Levels will indeed be over at some developing calendar date.

Pause for a minute.!!! It’s not a level playing field out in the real K-12 world. Mere matriculators wait and wait; they are rarely hired within schools. Schools desire and require educators, (teachers, counselors, and administrators), who acquire knowledge, develop understandings, exhibit competencies, and focus themselves purposefully and passionately. Such educators are professionals. Professionals have not arrived ... they don’t arrive. They are continuously growing and developing. Professionals clear their way through seemingly endless array of day-to-day clutter and create order, relevance, and purpose for all around them. Those who would be professional educators have learned to design Professional Development Programs for themselves. They are encouraged by deserved self-confidence, yet driven by self-conviction to personally improve so as better to serve others in 21st Century schools.

No. You are not “just another student” in the College of Education. You are a Preservice Teacher, a novice colleague among professional educators on Campus and within Metro Learning Community schools. You are about to begin what will become a life-long commitment to apply theory and engage in meaningful practice. You will henceforth be judged by what you know and what you can do. The Internship will give you a wealth of field experiences to reflect upon and act upon. As stated in the COE’s Student Guidebook, you will “test theories and refine practices in the diverse and challenging setting that is the real classroom populated with real children engaged in the learning process.” You will be engaged in a personal learning process, even as you professionally engage in the teaching process within the classroom.

(2) **SELF - ASSESSMENT:**

Pre-Evaluation: Before starting the internship, rate your current status concerning each MOSTEP standard and classroom teacher expectation. Calculate “Total Rating Points” at end of survey tool.

Individual Growth Plan: Standards and expectations ranked “1” will be compiled into a manageable list to be used by the Intern and Classroom Teachers as the Intern’s Individual Growth Plan. The Plan will identify and suggest the categories of student-contact activities for the Interns to engage themselves in within the classroom’s normal Teaching-Learning Process.

Post-Evaluation: Upon completing the internship, rate your present status concerning each MOSTEP standard and classroom teacher expectation. Calculate “Total Rating Points” at end of survey tool.

Standards + Expectations	Rating
MOSTEP K-12 Expectations	1 = “Little or no knowledge of” or “undeveloped ability to” 3 = “Aware of and knowledgeable about” or “able to do” 5 = “Thorough understanding of” or “proficiency developed with”

Standards + Expectations	Rating 1..3..5
1.0 Standard 1 —The Preservice Teacher knows the subject matter will in the area of certification and has the ability and skills to convey that knowledge to students.	-----
1.1 knows the discipline applicable to the certification area	
1.2 presents the subject matter in multiple ways	
1.3 uses students’ prior knowledge	
1.4 engages students in the methods of inquiry used in the discipline	
1.5 creates interdisciplinary learning	

2.0 Standard 2 – The Preservice Teacher has a knowledge of how students learn and how to support students' development..	-----
2.1 knows and identifies child/adolescent development	
2.2 strengthens prior knowledge with new ideas	
2.3 encourages student responsibility	
2.4 knows theories of learning	
3.0 Standard 3 — The Preservice Teacher knows how students differ in their approaches to learning and how to adapt curriculum to : cultural diversity , varied individual learning styles, disabilities and giftedness.	-----
3.1 identifies prior experiences, learning styles, strengths, and needs	
3.2 designs and implements individualized instruction based on identified profile of student	
3.3 knows when and how to access specialized services to meet students' needs	
3.4 Connects instruction to student's prior experiences and family, culture, and community	
4.0 Standard 4 – The Preservice Teacher shows the ability to make long range plans and develop, implement and evaluate curriculum in his/her certification area that is guided by state and professional organization performance standards .	-----
4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction	
4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance	
4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning	
5.0 Standard 5 -- The Preservice Teacher has the knowledge and ability to use a variety of instructional strategies which facilitate students' development of critical thinking, problem solving, and performance skills.	
5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes to meet student needs	
5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities	
6.0 Standard 6 – The Preservice Teacher creates a learning environment that promotes individual and group motivation , positive social interaction, engagement in learning, and effective classroom management .	
6.1 knows motivation theories and behavior management strategies and techniques	

6.2 manages time, space, transitions, and activities effectively	
6.3 engages students in decision making	
7.0 Standard 7 — The Preservice Teacher models and facilitates good written, oral, and non-verbal communication in ways that encourage a cooperative, supportive classroom climate. The Preservice Teacher communicates effectively through media and technology.	
7.1 models effective verbal/non-verbal communication skills	
7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication	
7.3 supports and expands learner expression in speaking, writing, listening, and other media	
7.4 uses a variety of media communication tools	
8.0 Standard 8 The Preservice Teacher knows how to use a variety of formal and informal assessment strategies to monitor student progress and adjust teaching as required.	
8.1 employs a variety of formal and informal assessment techniques to enhance and monitor knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies.	
8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning	
8.3 evaluates the effect of class activities on both individual and the class as a whole. Collect information through observation of classroom interactions, questioning, and analysis of student work.	
8.4 maintains useful records of student work and performances and can communicate student progress to student, parents, and other colleagues	
9.0 Standard 9 – The Preservice Teacher reflects on his/her decisions and the effects of such decisions upon others. The Preservice Teacher demonstrates growth as a professional (lifelong learner) and uses that growth to generate more learning for students.	
9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, on teacher's influences on students' growth and learning within the teaching-learning process	
9.2 uses resources available for professional development	
10.0 Standard 10 – The Preservice Teacher fosters relationships with colleagues and parents and finds educational partners in the community to support student learning and well being.	
10.1 participates in collegial activities designed to make the entire school a productive learning environment	
10.2 talks with and listens to students , is sensitive, and responsive to signs of distress, and seeks appropriate help as needed to solve student's problems	

10.3 develops relationships with parents and seeks to develop cooperative partnerships in support of student learning and well-being	
10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential	
11.0 Standard 11: Technology <i>Show how you use a variety of technology to engage and teach students. Show that you understand the principles for using technology in education, that you can judge the appropriateness of specific tools, and that you have the skills to use technology well.</i>	
11.1 demonstrates an understanding of technology operations and concepts.	
11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology.	
11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.	
11.4 applies technology to facilitate a variety of effective assessment and evaluation strategies.	
11.5 uses technology to enhance personal productivity and professional practice.	
11.6 demonstrates an understanding of the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice	

The Intern and the cooperating teacher should use the outcome of the above Individual Assessment and resulting Individual Growth Plan to identify and accomplish objectives for the Intern to accomplish during the Internship. These objectives should be developmental (tailored to Intern's profile and needs) and realistic (tailored to the realities of the Cooperating Teacher's classroom and the needs of this semester's middle school students). Use the "Intern Objectives" Form, a separate document.

(3) Observation Evaluation:

INTERN OBSERVATION SHEET (---REDUCED SIZE SHOWN HERE... ACTUALLY A SEPARATE DOCUMENT – 3 OBSERVATIONS DURING INTERNSHIP)

Time/Date: _____ Teacher: _____

Intern: _____

1. Describe the classroom management of the intern.

2. What are the students saying about the lesson being taught?

3. Describe the learning that has been observed?

4. I have read my observation, and I would like more assistance these items in the coming weeks.

a.

b.

c.

5. I have read my observation and I am now more confident concerning the following:

a.

b.

c.

Intern signature: _____

Teacher signature: _____ Date: _____

(4) PORTFOLIO DEVELOPMENT:

As an Intern, you have had several personal and professional experiences during your engagement in the Teaching-Learning Process within real K-12 classrooms. More important than your experiences are the knowledge and understandings you acquired and skills you developed as a result of those experiences.

The Portfolio Process gives you the opportunity to be intellectually aware of your progress, to reflect on what you are learning, and to document concrete evidence of your professional growth.

The Professional Internship for Middle Level Educators, (MID ED 4989) and Student Teaching... Middle School Teachers are taught in a sequential "Block" over a two semester time period. The entire learning experience, including the reflective practitioner content (culminating in certification portfolio) should be seen for what it is: incremental and developmental.

The discussions and written reflections based on observation, involvement, and practice within the classroom (Methods + Internship) are supplemented with 4- two hour sessions on e-portfolio theory, process, and development. Thus, the experiences during Student Teaching itself is one of continued development and revision of portfolio content. The re-thinking and completion of the Certification Portfolio parallels and gives voice to preservice teacher's more-sophisticated growth and development as a result of reflection on the Internship and Student Teaching experiences.

Unique in the Middle Level Program is the emphasis on transitioning the completed Certification Portfolio into a Professional Development Portfolio during the (newly certified) teacher's first 5 years of teaching within a school district. Our students (those graduating from the Middle Level Program) are given tools, philosophical base, support-group structure, and vision to connect the revision of their Certification Portfolio into a Professional Development Portfolio with a possible Master's Program @ UM- St.Louis

During Certification Portfolio Seminars (for Middle School Preservice Teachers), you will be taught

(1) How to write reflective **essays** which use

*personal perspective,

*statements of importance and relevance,

*concrete examples and evidence (**artifacts**)

(2) How to build a **CASE STUDY** in which you describe how, when, by what means you have learned, relearned, and continue to learn what THIS Standard demands that you KNOW acquired, developed, and used the SKILL THIS Standard demands that you possess.

(3) Within the context of your case study of personal development, explain

*the knowledge and/or skill derived from the artifact (activity, resource, experience) you are using as an example

*the benefits to students resulting (or in the future will result from) the Knowledge and Skill you possess

*your awareness, willingness, to continue to improve...by what possible means you will learn morefurther develop the skill.... acquire related skills..... the benefit to students and importance of this future improvement.

(5) DIALOGUE - ASSESSMENT:

#1. INTERN'S COMMENTS AND REFLECTIONS: Intern writes and shares responses with classroom teacher(s)

1. List three positive aspects of the Internship Program.

•

•

•

2. List three personal growth experiences due to your involvement in the Program.

•

•

•

3. List three professional growth experiences related to your involvement as an intern in the classroom-level teaching-learning process.

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4. List three positive encounters with K-12 students you can share.

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5. List three misconceptions you had about classroom teaching before serving your Internship.

6. List ways the Internship Program can be improved.

#2. COOPERATING CLASSROOM TEACHER’S COMMENTS: Intern writes and shares responses with Classroom teacher, who, in turn, writes down reflections during conversation with intern.

1. What were the strengths demonstrated by the student during the intern experiences?

Intern’s reflections	Classroom Teacher’s Appraisal

2. What can the intern do to improve professionally? (optional)

Intern’s reflections	Classroom Teacher’s Appraisal

3. How could you, as a classroom teacher working primarily with and for your students, improve as a mentor for an intern in the future?

Intern's reflections	Classroom Teacher's Appraisal

DATE: _____ SIGNATURE OF COOPERATING
TEACHER(S) _____

#4. INTERN SUPERVISOR'S SUMMATIVE CONFERENCE WITH INTERN:

. Intern Supervisor (Teacher of Intern Course) confers with Intern for final assessment.

Activities and Finished Products	Intern Supervisor's Comments
MOSTEP Self-Eval	
Dialogue Assessment	
(Teaching) Observations)	
Web Quest	
Intern Objectives	

FINAL GRADE FOR INTERNSHIP _____

SIGNATURE OF INTERN: _____ *

SIGNATURE OF UNIVERSITY SUPERVISOR _____

*(Signature indicates that the preservice teacher...intern...has read and participated in this evaluation. Evaluation is to be returned by the intern to the University Supervisor.

3. Evaluation, Requirements and Grades

Grade Scale: A = Exceptional work and accomplishment

C = Satisfactory work and accomplishment, Improvement needed in specified areas

F= Failure

Requirements:

- (1) **ORGANIZATIONAL SKILLS:** Accurate and effective communication with: records, Timesheets, Self Evaluation procedure, scheduling with teachers, punctuality in all matters relating to actual in-classroom responsibilities, Attendance and Participation in scheduled Class Meetings **(10% of Final Grade)**
- (2) **QUALITY OF INVOLVEMENT IN TEACHING-LEARNING PROCESS :** Effective, professional presence and performance within all phases of the Teaching-Learning Process within the classrooms and among the students assigned. (Collaborative Assessment and Self-Assessment, Objectives, and Teaching Observations taken into account.) **(60% of Final Grade)**
- (3) **QUALITY OF PORTFOLIO DEVELOPMENT AND REFLECTION:** Final Draft-Quality (Pre-Publishing Quality) construction of artifacts and writing of reflections concerning a significant array of indicators and activities identified by Personal Growth Plan and COE Portfolio Standards. **(10% of Final Grade)**
- (4) **QUALITY OF WEB QUEST DEVELOPMENT:** Created to meet developmental and academic needs of students in your Co-op Teacher's classroom. Suitable for instructional use during either your Internship or Student Teaching. **(20% of Final Grade)**

4. Supplies and Materials Needed

- Selected **Portfolio Artifacts** collected and created during Internship
- **Textbook:** Anthony Ambrose. **The Teaching Learning Matrix**. © 2000, 2004. UMSL COE Server.
(<http://www.umsl.edu/~ambrosea>) both html (read) and pdf (print) versions available on line