MSED 7006
Teaching Internship II
3 semester hours
Spring 2011

College of Education
Valdosta State University
Department of Middle Grades and Secondary Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

<u>REQUIRED TEXTBOOK</u>

A LiveText software account is required for this course. You will need to purchase a student membership online at livetext.com.

<u>COURSE DESCRIPTION</u>

Prerequisite: Completion of content major courses, MSED 7001 and MSED 7002, consent of department head, and employment on a provisional certificate by a school system. The second of two semester-long internships completed in a school classroom.

<u>COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)</u>
Field applications of the following conceptual framework standards are demonstrated:

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

<u>COURSE OBJECTIVES</u>

Each candidate will:
1. plan and implement lessons that are appropriate for students' abilities and based on appropriate subject content. (CFS II-V)
2. demonstrate the ability to design and conduct lessons for a diverse population based upon state and national standards; include the use of technology. (CFS I-IV)
3. work collaboratively with the university supervisor and school administration to evaluate students' learning and their own pedagogy. (CFS IV, VI)
4. will write and speak in Standard English .(CFS I-VI)

COURSE REQUIREMENTS
1. Self-Evaluation/Video Lessons

Each candidate will be required to videotape two lessons during the semester to self-assess their own teaching. There is no LiveText requirement for the first lesson, but the video is due to your Supervisor by January 28, 2011. The second video lesson will be self-evaluated in LiveText using the COE Observation Instrument (LiveText deadline of April 22, 2011). To send the lesson plan to yourself in LiveText so that you can complete the assessment use the following instructions:

LiveText Instructions for Self Evaluation
1. From the Dashboard: >Documents > New
2. Under Folder >Valdosta State University Lesson Plans
3. Under Template>Lesson Plan Template for ATTACHED Lesson Plan
4. Title: ACT Spring 2011 LP Final Observation Lastname, Firstname
         No description necessary
5. >Save as New Document
6. In the document Under Section for Attaching Lesson Plan, > Edit
7. Complete sentence Attached below is a lesson plan …
8. At bottom, under File Attachments, >Edit
9. >Upload New File
10. >Browse, choose the correct lesson plan and open it.
11. >Save and Finish, >Send for Review, Type in your name.
12. >Submit for Review
13. >Reviews tab, >Open sent document
14. >Assess document, >Choose COE Observation Instrument (University Supervisor), >Select document, >Milestone: Final, >Reporting: Official
15. >Save and submit.

It is the responsibility of the student to submit this video in either a CD or DVD format. The library offers this service from a variety of conventional videotaping formats. You can contact Media Services at 333-5863. Hours are M-F from 8 AM-7 PM. You will need to supply your own (blank) DVD and you will be charged $1.00.

2. **Teaching Assignment**
    Each candidate must successfully complete his/her teaching assignment satisfactorily according to the university supervisor and school administration.
3. **School Administration Evaluation**
    Evaluation of your teaching from school administration is required. This should be a copy of your observation/evaluation from your school administrator. This documentation will be due to Mrs. Fuller by April 15, 2011.
4.   **Observations/Visits**
    There will be a <u>minimum</u> of 3 formal observations from your university supervisor during the internship. Observations may be scheduled or unscheduled; always be prepared. The VSU supervisor will use the COE Observation Instrument for evaluations. The last lesson observed will need to be submitted into LiveText. Use the following instructions for submitting your lesson plan:

How to Post Your Lesson Plan for COE Observations

1. From the Dashboard: >Documents > New
2. Under Folder >Valdosta State University Lesson Plans
3. Under Template>Lesson Plan Template for ATTACHED Lesson Plan
4. Title: ACT Spring 2011 LP Final Observation Lastname, Firstname
         No description necessary
5. >Save as New Document
6. In the document Under Section for Attaching Lesson Plan, > Edit
7. Complete sentence Attached below is a lesson plan …
8. At bottom, under File Attachments, >Edit
9. >Upload New File
10. >Browse, choose the correct lesson plan and open it.
11. >Save and Finish, >Send for Review, Type in Supervisor's name.
12. >Submit for Review
.

5. **Lesson Plans**
   Each candidate will demonstrate the ability to design and conduct lessons for a diverse population based upon state and national standards. Lesson plans will be evaluated for this criteria by the University Supervisor.
6. **Teacher Candidate Evaluation by Students Survey – Portfolio Assignment**
   Candidates will administer the student survey and analyze the data to identify strengths and weaknesses in their teaching practice. A copy of the requirements is attached to this syllabus. You will also find electronic copies on the Middles Grades Departmental webpage under Student Resources. This assignment will need to be entered into your LiveText portfolio by April 22, 20011 (Standard II, Artifact II Candidate Evaluation by Students). Use the instructions below to submit this assignment in LiveText to Mrs. Fuller.
7. **Teacher Work Sample – Analysis of Student Learning (Section F) – Portfolio Assignment**
   The Teacher Work Sample Handbook is available online at the Middle Grades Departmental webpage under Student Resources. Attached is a copy of Section F Analysis of Student Learning. Pre and post tests will be developed and administered for a one week unit taught this semester. You will analyze your pre and post test data to determine students' progress related to the unit learning objectives. After teaching the unit, an analysis of the results will be completed. This assignment will need to be entered into your LiveText portfolio by April 29, 2011 (Standard IV Assessment, Artifact II Impact on Learning).You will submit this assignment in LiveText to Mrs. Fuller using the following instructions:

Directions for Submitting Portfolio Assignments in LiveText
Note: These directions apply only to assignments that are visible on your dashboard AND required as part of your portfolio. Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are **not** included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.
- Click on Documents tab
- Open your portfolio, then open the page for the current assignment.
- Upload your assignment file(s) in the appropriate section.

- Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
  - The Description section can be very brief.
  - In the Rationale section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
  - In the Impact section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
  - In the Reflection section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
- Select Submit Assignment button (left side red button). (Note: This button will be visible only if the assignment has already been created for the course/semester – i.e. you can see it on your dashboard.)
- Select the appropriate assignment from the list of available assignments that appear.
- Select Submit Assignment (top right hand corner). Once your portfolio assignment has been submitted correctly, the assignment will show as yellow on your dashboard, indicating that it is ready for your instructor to assess.

If you made an error in your submission, you should email your instructor to request an opportunity to resubmit your assignment. Your instructor can allow you to resubmit, but each submission will be saved as a snapshot of what you sent. Your error is not erased or replaced.

Due Dates

Requirement	Due Date	LiveText
Supervisor Observation #1	Jan 17-28	
Video – Self Assessment	Jan 10-28 Video due to Supervisor by Jan 28	
Supervisor Observation #2	Jan 31 – Feb 25	
Supervisor Observation #3 & Closing Conference	Feb 28 – April 15	Submit lesson plan to Supervisor
Video – Self Assessment by Student	Feb 28 – April 15 Video due to Supervisor by April 22	Milestone: Final – Due by 3 PM – April 22
School Administration Evaluation	April 15	
Teacher Candidate Evaluation by Students	April 22	Submit Portfolio to Mrs. Fuller
Teacher Work Sample – Section F	April 29	Submit Portfolio to Mrs. Fuller

Self Evaluation/Video Lessons	10%
Teaching Assignment	5%
School Administration Evaluation	5%
Supervisor Observations	50%
Lesson Plans	10%
Teacher Candidate Evaluation by Students	10%
Teacher Work Sample – Section F	10%

Grading Scale: Satisfactory (S) or Unsatisfactory (U)
Satisfactory = 80% or higher
Unsatisfactory = 79% or lower

ATTENDANCE POLICY:

School attendance must be satisfactory according to school guidelines (professional demeanor). Contact with supervisor which may include scheduling observations, changing appointments, and responses from supervisor requesting documents must be consistent and timely. Not responding to supervisors requests in a timely fashion (within 48 hours) will be considered an infraction of professionalism.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Dewar College of Education

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).
The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).   According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

<u>SPECIAL NEEDS STATEMENT</u>

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in Faber Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR
Mrs. Melody Fuller
Email: mefuller@valdosta.edu
Phone: 333-5611 (Department Office)   333-5656 (Office)
Fax: 333-5963
Office: Education Center-Room 1052
Office Hours: MON: 9 AM – 12 PM
                       TUES: 11 AM – 3 PM
                       WED: 9 AM – 12 PM

Teacher Candidate Evaluation by Students

Purpose
Candidates analyze data from student evaluations to identify areas of strengths and weaknesses in their teaching practice.

Requirements:
1. Administer the Teacher Candidate Evaluation by Students survey (below) to one class of the students you are currently teaching.
2. Add data to a spreadsheet showing all raw data and a summary average response for each item. An Excel spreadsheet is available for you to use as a template – http://www.valdosta.edu/coe/sec/studentresources.shtml
3. Graph the average response for each item, using column graph or bar graph.
4. Identify items where responses demonstrate relative strengths and weaknesses in your teaching.
5. Interpret and comment on these areas of relative strength and weakness with possible reasons or explanations of contributing factors.
6. Reflect on possible future actions to address relative weaknesses. Describe what actions you could take and why you think they would be effective.

Scoring Rubric

	Does not meet requirements (1 pt)	Partially meets requirements (2 pt)	Meets requirements (3 pt)
Data (20%)	Data are not provided.	Evaluation instrument was administered but data summary is unclear.	Evaluation instrument was administered and data summarized clearly in table.
Identifies Strengths & Weaknesses (20%)	Few relative strengths and weaknesses in teaching practice are identified.	Some data are analyzed to identify relative strengths and weaknesses in teaching practice.	All data are analyzed to identify relative strengths and weaknesses in teaching practice.
Analysis & Reflection (20%)	Few possible reasons or explanations are provided to interpret data.	Data are interpreted for possible reasons or explanations but are limited in scope or depth.	Data are interpreted thoroughly for possible reasons or explanations.
Future Actions (20%)	Future actions are not specified adequately.	Future actions are specified but may be unclear or not clearly related to the data..	Future actions in response to the data are specified and are reasonable and appropriate.
Writing Quality (20%)	Writing contains more than three errors in writing mechanics or intended meaning is not evident.	Writing contains 1-3 errors in writing mechanics, is not well organized or does not demonstrate clear understanding.	Writing is well-organized, clearly written without spelling or grammar errors, and demonstrates clear understanding.

Teacher Candidate Evaluation by Students

Name of Teacher_____   Date _____

Please circle the response that best reflects your experiences with your teacher. All responses are anonymous; do not put your name on this sheet.

The teacher candidate…	All the time or every day	Most of time or nearly every day	Some of the time or some days	Never	I do not know
1. knows the subject matter being taught. (ex. science, math, language arts, social studies).	3	2	1	0	x
2. uses more than just written exams to assess my knowledge.	3	2	1	0	x
3. expects me to do my very best.	3	2	1	0	x
4. uses technology while teaching (ex. TV, computer, PowerPoint, cd burner, overhead projector, digital camera, and calculator).	3	2	1	0	x
5. lets students work together in groups or pairs.	3	2	1	0	x
6. is excited about teaching.	3	2	1	0	x
7. talks so I can understand what she/he is saying.	3	2	1	0	x
8. uses class time wisely.	3	2	1	0	x
9. treats everyone in the class fairly.	3	2	1	0	x
10. uses different ways to teach the material.	3	2	1	0	x
11. uses things I already know to help me understand the new material.	3	2	1	0	x
12. connects material being taught with everyday problems or events that happen in my life.	3	2	1	0	x
13. gives students time to ask questions about the lesson being taught.	3	2	1	0	x

F. Analysis of Student Learning

TWS Standard

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task

Analyze your pre and post test data to determine students' progress related to the unit learning goals/objectives. Pre- and post-test items must be identical to allow direct comparisons (see Assessment Plan). Use visual representatives and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section (G).

Prompt

In this section, you will analyze data to explain progress and achievement toward learning goals/objectives (identified in your Assessment Plan section) demonstrated by your whole class, subgroups of students, and two individual students.

- **Whole class.** To analyze the progress of your whole class, it is recommended that you use the 4x5 Excel template that you will find on the Student Resources section of the departmental website. This assumes an 80% criterion for achieving goals. (i.e. Students must score 4/5 items correctly to meet goal.)
  - Using the 4x5 template (Appendix IX) create a table that shows pre- and post-test data on every student for every learning goal/objective. This table should show the number of items correct out of the number of items possible for each learning goal. It should also show the % correct for the total pretest and posttest.
  - The 4x5 template will automatically calculate a graphic summary (Appendix X) that shows the extent to which your students made progress (from pre- and post test) toward the learning criterion that you identified for each learning goal or objective. (TWS – B)
  - In your narrative, provide an overview of what the data tell you about your students' learning in regards to goals/objectives of the unit. Consider the following questions: Were the goals/objectives achieved? Were the goals/objectives appropriate? Why did students possibly achieve differently for different goals? What could you do differently as the instructor? Can you explain why learning did or did not occur? Can you identify evidence of the impact of your teaching on the students' learning? For the effect size, consider whether or not your score has any practical significance.

- **Subgroups.** Select a group characteristic (e.g., gender, performance level, language proficiency) to analyze regarding achievement of the learning goals/objectives.
  - Provide a rationale for your selection of this characteristic to form subgroups (e.g., males vs. females; high- vs. low-performers).
  - The 4x5 template will create a graphic representation (Appendix X) that compares pre- and post-test results for the subgroups on the learning goals. Refer to Appendix IX for specific instructions on stripping the data into the two subgroups.
  - Using the pre and post test data, provide an overview of what the data tell you regarding achievement of the learning goals/objectives for the two subgroups. Consider the following questions: Why did the subgroups possibly achieve differently for different goals? Can you explain why learning did or did not occur? What could you do differently as the instructor?

- **Individuals.** Select two students who demonstrated different levels of performance.
  - ○ Explain why it is important to understand the learning of these two students.
  - ○ Using pre and post test data and several examples of the students' work (formative assessment) draw conclusions about the extent to which these students attained the learning goals. Consider the following questions: Why did the two students possibly achieve differently for different goals? Can you explain why learning did or did not occur? What could you do differently as the instructor?
  - ○ Graphic representations are not necessary for this subsection.

- For <u>each</u> of these categories, be sure that
  - ○ Your data are **clear and accurate**
  - ○ Data are clearly **aligned** with your learning goals/objectives
  - ○ You have **interpreted** the data to show you understand their significance
  - ○ You have identified **evidence of the impact** of your teaching on the students' learning.

Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation"
.
Suggested Page Length: 3+ pages of narrative, include as attachments Pre/Post Test Data tables (Appendix IX), graphs of individual and subgroup performance on pretest and posttest, and examples of student work.

Appendix IX Pre/Post Assessment Data

Pre/Post Data: Use the 4x5 template below for recording Pre and Post Test data in Excel (available online in the Student Resources section of the departmental webpage).
Score each item with a numeric value (e.g. 1 = correct, 0 = incorrect).
To maintain confidentiality, identify students by code or number (not name).
Identify code for students in each subgroup (e.g. M = male, F = female).
Item numbers from the test will be matched to each learning goal/objective and will not be sequential.

PRETEST

Student	Goal/Objective 1						Goal/Objective 2						Goal/Objective 3					
	1	2	3	4	5	Total	6	7	8	9	10	Total	11	12	13	14	15	Total
Student																		
1						0						0						0
2						0						0						0
3						0						0						0

POSTTEST

Goal/Objective 1						Goal/Objective 2						Goal/Objective 3					
1	2	3	4	5	Total	6	7	8	9	10	Total	11	12	13	14	15	Total
					0						0						0
					0						0						0
					0						0						0

Pre/Post Summary: Using the 4x5 template your pre test scores, post test scores and effect size will automatically be calculated for this page. You will need to complete the effect size section with the following information: School Name, Instructor's Name, Name of Course, Title of Unit, Date Unit Began, and Date Unit Ended.

Subgroups: The pre and post test data will be entered automatically into two identical tables on the Subgroups page. In the top table you will need to delete the rows for students who do not belong to subgroup A. For example, if your subgroups are male and female students, you would delete subgroup A (female students) from the top chart. For the bottom table you would then delete the rows for students who do not belong to subgroup B (male students). Your data will be entered into a bar graph below the table. You will need to change the title of the graph and the names of the subgroups in the table to fit your specific data. Other suggestions for subgroups are: high and low achieving students, regular education and special education students, English speaking and non-English speaking students.

Appendix X
Example Graphics for Individual & Subgroups Progress

Individual Performance

Male-Female Performance