



CIED 5399 Internship in Classroom Instruction

College of Education, Department of Curriculum and Instruction

Spring, 2018

Required course for Certification and the M.Ed. in Curriculum & Instruction.

This course prepares post baccalaureate students for certification as classroom teachers and is part of the culminating field experience for teacher candidates.

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Class Hours: Online
Office Hours: By appointment

Course description

This course is designed for the individual who has completed at least a baccalaureate degree from an accredited university and is seeking to become certified to teach in the public schools in Texas. The intern should be employed as the “teacher of record” in a public school in one of the school districts that is part of the Sam Houston Innovative with Partners or within a reasonable driving distance of Sam Houston State University. The course will consist of a series of seminars integrated with field-based applications in the intern’s classroom. The intern will participate in professional development activities, create a Teacher Work Sample product, observe in the classrooms of experienced teachers, be mentored by an excellent role-model teacher, and be supervised and evaluated by a designated campus administrator and a university supervisor.

IDEA objectives

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- Essential – Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Important – Learning to apply course material (to improve thinking, problem solving, and decisions), acquiring skills in working with others as a member of a team, learning how to find and use resources for answering questions or solving problems.

Textbooks

Interns enrolled in this course will read and use teacher handbooks, student handbooks, curriculum guidelines and other resource materials provided by the public school district in which they are employed. Interns will need the Teacher Work Sample Booklet Also, required readings appropriate to the intern’s specific program may be assigned.

Course format

This course is the first semester course in a year-long internship in teaching. The course will begin with an orientation session covering the course requirements for interns; roles for mentors, designated campus administrators, and university supervisors; as well as assessment for the course. The intern will participate in seminars relevant to the improvement of the teaching effectiveness of the intern. The seminars will be held periodically throughout the semester. The remainder of the course will be conducted on-line or as individual sessions with interns at the public school campus where they are employed.

Course content

All four of the Pedagogy and Professional Responsibilities (8-12) Standards will be addressed as well as Standards V in the Technology Applications Standards for All Beginning Teachers. Also, all 5 of the Conceptual Framework indicators are included as these areas are evidenced and assessed. Other standards that will be addressed and assessed include the NCATE Standards and the Dispositions/Diversity Proficiencies.

Course requirements

1. Participation in professional development sessions: Session topics should include, but are not limited to, the following:

- District/ school policies and data
- District/ school procedures
- District curriculum
- School lesson plan format and submission
- District/ school grading procedures
- District appraisal process

Interns may participate through group sessions with district or campus personnel, or individual sessions with their designated campus administrator, departmental chair, or mentor.

2. Observe in experienced teacher classroom. The minimum number of observations is three. Interns should target their observations to specific aspects of teaching. Targeted observations should include, but are not limited to, the following:

- Use of specific instructional strategies (e.g. cooperative learning)
- Integration of technology into instruction
- Management procedures
- Incentive/ motivation strategies
- Consequences for unacceptable behavior

3. Reflection Paper: After observations in an experienced teacher's classroom, the intern is to write a reflection paper on the observations. In the paper the intern should include the following information:

- Date, time, place of observations
- Content-area, level and grade of lessons
- Target areas of teaching that was observed
- What occurred in the class during observations
- Application of observations to intern's classroom and/ or students

4. Formative evaluation session and conference: the mentor teacher will observe the intern at least two times during the semester and the university supervisor will observe the intern at least one time during the semester. The mentor teacher and university supervisor will use a formative evaluation instrument to record the observation. Formative evaluation instrument will be provided by the university supervisor. After each observation of teaching, the mentor teacher and the intern will conference to review the formative evaluation instruments to improve the instructions and classroom management of the intern for greater learning by the students. The same procedure will be followed after each observation of teaching by the university supervisor.
5. Summative evaluation session and conference: the designated campus administrator will observe the intern teaching a lesson at least one time during the semester. The designated campus administrator will use the district appraisal instrument for summative evaluation. After the observation of teaching, the designated administrator will conference with the intern to review the district appraisal instrument for summative evaluation.
6. Contacts between the intern and designated campus administrator: Communication and support between the intern and the designated campus administrator is very important to the success of the intern. The intern should document contacts with the designated administrator. The intern should use these contacts as opportunities to raise questions, seek advice, and demonstrate professionalism.
7. Participate in professional development seminars with other interns: Communication and interaction between interns is a part of building a professional network. There will be professional development seminars scheduled during each semester of the internship in which specific aspects of teaching will be discussed. Topics for the seminar discussions will relate to the specific program in which the intern is participating, specifically the Teacher Work Sample product.
8. Demonstrate necessary dispositions for entry level professionals: As a part of the observations conducted by the mentor teacher and the university supervisor, the dispositions demonstrated by the intern will be assessed. The intern should demonstrate the dispositions of entry level professionals to the teaching profession.

Academic dishonesty policy

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see the [official SHSU policy](#).

University and departmental policies

SHSU academic policy manual – students

- [Procedures in cases of academic dishonesty #810213](#)
- [Disabled student policy #811006](#)
- [Student absences on religious holy days #861001](#)
- [Academic grievance procedures for students #900823](#)
- [Use of telephones and text messagers in academic classrooms and facilities #100728](#)
- [Student syllabus guidelines](#)
- Visitors in the classroom – Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

NCATE accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is a source for additional information accessed as follows:

[NCATE standards](#)

[NCATE standards rubrics](#)

The Conceptual Framework and Model

The [COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

- Knowledge Base (CF1)
- Technological Learning Environment (CF2)
- Communication (CF3)
- Assessment (CF4)
- Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF3, CF5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

College of Education information

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Objectives/learning outcomes The intern will...	Activities (all are field based)	Performance assessment	Standards alignment S – SPA Standard alignment TS – Texas Educator Standards/Competencies CF – Conceptual Framework indicator N —NCATE Knowledge and Skills Proficiencies by indicator D/DP – Dispositions & Diversity Proficiencies
Demonstrate knowledge and understanding of responsibilities of a classroom teacher.	Participate in professional development sessions on the following topics; <ul style="list-style-type: none"> District/school policies& data District/school procedures District curriculum School lesson plan format and submission District/ school grading procedures District appraisal process 	Documentation would include a certificate of attendance or a list of professional development meetings attended noting dates, times, and the person who conducted the meeting which is verified by the designated campus administrator	PPR 2.11K, 2.12K, 4.3K, 4.5K, 4.6K,4.7K, 4.8K, 4.9K,4.11K, 4.13K, 4.14K, 4.15K, 4.17K, 4.18K, 4.5S, 4.6S, 4.7S, 4.9S, 4.10S, 4.11S, 4.12S, 4.13S, 4.15S, 4.16S, 4.17S, 4.19S TA- 5.2K, 5.1S CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10
Value experienced teachers as role models & mentors in improving teaching.	Observe in experienced teachers classrooms. Target observations to specific aspects of teaching <ul style="list-style-type: none"> Use of instructional strategies such as cooperative learning Integration of technology into instruction Management procedures Incentive/ motivation strategies Consequences for unacceptable behavior 	Reflections paper after observations in which the intern applies strategy or technique to his/ her classroom	PPR- 4.4K, 4.10K,4.12K, 4.16K, 4.8S,4.14S TA- 5.7K, 5.13S CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10
Participate in formative evaluation sessions with mentor teacher & university supervisor to improve instruction and classroom management for greater student learning.	Be observed by mentor teacher and university supervisor to formatively evaluate specific aspects of teaching <ul style="list-style-type: none"> Designing developmentally appropriate instruction of relevant content Creating a learning environment that is positive Providing responsive instruction to actively engage the students in learning Assessing student learning to provide quality feedback 	Evaluation of lesson plans, instruction, classroom management, and feedback to students using formative evaluation instruments.	PPR - 1.2K, 1.7K, 18K, 1.12K, 1.16K, 1.17K, 1.19K, 1.21K, 1.22K, 1.25K, 1.26K, 1.30K, 1.1S, 1.2S, 1.3S, 1.6S, 1.7S, 1.11S, 1.12S, 1.13S, 1.14S, 1.16S, 1.19S, 1.20S, 1.24S, 1.28S, 1.29S, 2.1K, 2.2K, 2.6K, 2.10K, 2.13K, 2.14K, 2.15K, 2.16K, 2.17K, 2.18K, 2.19K, 2.20K, 2.21K, 2.22K, 2.23K, 2.1S, 2.2S, 2.6S, 2.10S, 2.14S, 2.15S, 2.16S, 2.17S, 2.18S, 2.19S, 2.20S, 2.21S, 3.1K, 3.2K, 3.3K, 3.4K, 3.5K, 3.6K, 3.7K, 3.8K, 3.9K, 3.10K, 3.11K, 3.12K, 3.13K, 3.14K, 3.15K, 3.16K, 3.1S, 3.2S, 3.3S, 3.4S, 3.5S, 3.6S, 3.7S, 3.8S, 3.9S, 3.10S, 3.11S, 3.12S, 3.13S, 3.14S, 3.15S, 3.16S, 3.17S, 3.18S, 3.19S, 3.20S TA- 5.1K, 5.4K, 5.2S, 5.3S, 5.4S CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10

Participate in summative evaluation sessions (district appraisal system) to improve instruction and classroom management for greater student learning.	Be observed by designated campus administrator to summatively evaluate teaching performance.	Evaluation of lesson plans, instruction, classroom management and feedback to students using summative evaluation instruments (district appraisal system). Documentation of contacts between intern and the designated campus administrator.	PPR- all standards TA- all standards CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10
Demonstrate increased knowledge and understanding of selected aspects of teaching.	Participate in professional development seminars with other interns on selected aspects of teaching. A calendar of seminar meetings will be developed at the orientation session.	Interns will complete the Teacher Work Sample product.	The standards that will be addressed in each seminar will be determined based upon identified needs of the interns. CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10
Demonstrate necessary dispositions for entry level professionals in teaching careers	Be observed by mentor teacher and university supervisor to formatively evaluate specific dispositions of teaching: <ul style="list-style-type: none"> • Supportive environments in the classroom that are sensitive to learning and cultural differences • Respect for the teaching profession and positive human interactions and collaboration • Professional development through intellectual curiosity, reflection, self-assessment, ethical practice, and communication • Structure, flexibility and patience in interpersonal relationships and educational planning 	Evaluation of specific dispositions of teaching using formative evaluation instruments through TK 20.	PPR-2.1k, 2.2k, 2.3k, 2.23k, 3.15k, 3.16k, 4.14k, 4.15k, 2.1s, 2.2s, 2.3s, 2.21s, 3.18s, 3.19s, 3.20s, 4.16s, 4.17s CF1-5 NCATE-Standards I a-d, g; 2b; 3c; 4a,c,d D/DP-1-10

[Texas Approved Educator Standards](#)

Pedagogy and professional responsibilities

Standards and competencies for this course

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers achieve the following proficiencies, which collectively describe a vision of an Ideal Teacher. In this course, we will focus on parts of Standard I, II, III, and IV.

- **Standard I** – The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II** – The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- **Standard II** – The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- **Standard IV** – The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology applications standards for all teachers

Standard V – All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Course evaluation

The grade in this course is either credit or non-credit. To receive a grade of CR (credit) for the course the intern must:

- Document attendance in professional development sessions
- Submit one reflections paper
- Submit copies of formative evaluation instruments from mentor teacher and university supervisor
- Submit a copy of the summative evaluation instrument from designated campus administrator
- Participate in professional development seminars with other interns
- Demonstrate necessary dispositions for entry level professionals in teaching
- Submit documentation of contacts with designated campus administrator

Credit for CIED 5398 is dependent upon successful completion of CIED 5399. The intern will receive an IP (In-Progress) grade the semester CIED 5398 is taken. CIED 5399 is to be taken the following semester. Upon successful completion of CIED 5399, the grade in CIED 5398 will be changed to CR (credit). If the intern is unsuccessful in CIED 5399, the grade in CIED 5398 will be changed to NC (non-credit). The candidate will not be recommended for certification without successfully completing both CIED 5398 and CIED 5399.

Field and employment experiences

As a graduate student in the College of Education, it is expected that you will have experiences with P-12 students in diverse settings, and that you will develop proficiency in working with diverse populations in your professional role. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge.

Expectations

The intern should communicate often with the mentor teacher, designated campus administrator, and the university supervisor. If the intern is aware of problems during the semester, the intern should seek help from the appropriate resource early in the semester. Success in the internship is dependent upon the intern's competent performance of the responsibilities of a classroom teacher and evidence of a professional disposition toward continuous professional development in instruction and classroom management for greater student learning.

Course readings

- District/school teacher handbooks
- District/school student handbooks
- District curriculum guides
- District/school resource materials
- Teacher Work Sample Booklet