

South Euclid-Lyndhurst City School District
School-Based M.Ed. Program

Course #: ED 445 *Course Title:* Teaching Internship *Credit Hours:* 6 semester hours

Rationale: Due to the special nature of the School-Based M.Ed. Program, the Teaching Internship incorporates elements of many strands of the *JCU Conceptual Framework for Basic and Advanced Programs*. As an introductory experience in teaching, it participates in the four strands of Contexts, Child and Adolescent Development, Curriculum, Learning and Instruction, and Teacher as a Person. As a component of an advanced and graduate level program, it also emphasizes the development of strengths in Specialization, and Personal and Professional Development. This course emphasizes the principles of assessing the learning environment, planning instruction, implementing instructional strategies to promote student learning, assessing student learning, and reflecting on professional practice as a method of reassessing the learning environment. Further, these activities are performed in the specific age group or content area in which certification is being sought. These principles comprise a cyclical process in which reflection leads to re-assessing the learning environment. The School-Based Program is grounded in an understanding of the classroom as a complex and dynamic environment (Eisner, 1983, 1992), and conceives of teaching as a context-specific activity (Ayers, 1992; Cochran-Smith and Lytle, 1993) in which practitioners gain increasingly more sophisticated skills (Berliner, 1988). In a program so conceived, extended participation in the classroom environment and extended observation and practice of the teaching of specific subject matter in a specific age group is imperative.

Conceptual Framework Strands Addressed: This course addresses the following competencies:

NCATE standards: Professional and Pedagogical Studies (I.D.1, I.D.1.3, I.D.1.5, I.D.1.6, I.D.1.7, I.D.2.1, I.D.2.2, I.D.1.3, I.D.2.4, I.D.2.5, I.D.2.6, I.D. 2.7, I D.2.8, I.D.2.9, I.D.2.10, I.D.2.11, I.D.2.12); Quality of Field Experiences (I.H.1.1, I.H.1.2, I.H.1.3, I.H.3) (All Programs) NAEYC standards: Child Development and Learning (1.1, 1.2, 1.2.1, 1.2.2, 1.3.1, 1.3.2); Curriculum Development and Implementation (2.1, 2.1.1, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.3, 2.4, 2.4.1, 2.4.3, 2.4.5, 3.1, 3.1.1, 3.1.2, 3.1.3, 3.3, 3.4, 3.5); Assessment and Evaluation (4.1,4.1.1, 4.1.3,4.1.4, 4.1.5, 4.2); Professionalism (5.3, 5.4, 5.5, 5.7, 5.8); Field Experiences (6.1, 6.3, 6.4) (EC) NMSA guidelines: Identifiable Program (1,1.2); Nature of Early Adolescence and Needs of Young Adolescents (2.2); Young Adolescent Development in the School Context (3.1, 3.2, 3.3, 4.1, 4.2, 4.6); Curriculum, Pedagogy, and Assessment (5.1, 5.2, 5.3, 5.5, 5.6, 5.8); Collaboration (6.1); Field Experiences (8.3) (MC)

Objectives: The student will be able to:

Subject Matter

1. Demonstrate mastery of the knowledge base of their content area.
2. Discuss strengths and weakness of textbooks and related curriculum materials regarding content.
3. Develop a concept about the subject matter/ teaching relationship.
4. Demonstrate mastery of the fundamental dynamics of their content area.
5. Demonstrate the relationship between their content area and the rest of the curriculum.

Diversity of Learners

6. Understand the developmental characteristics of their students.
7. Recognize student differences to accomplish successful instructional planning, practice and assessment.

Planning Instruction

8. Demonstrate competence in constructing lesson and unit plans in respective subject matter.
9. Develop a repertoire of multiple instructional methods, to be used in all planning.
10. Incorporate technology into planning, as a resource for learning, and as an assistive tool for students with specific needs.
11. Demonstrate creativity in the development of context-specific lessons and classrooms.
12. Create integrated lessons, which create meaningful connections for students.
13. Demonstrate the ability to modify lessons to meet the developmental needs specific to each child, with

or without a disability.

14. Demonstrate the link between effective planning and classroom management.

Instructional Strategies

15. Demonstrate the theory and practice related to these instructional strategies: lecture, group discussion, small group activities, cooperative learning.

16. Demonstrate when and how to select the most appropriate strategy for a situation, and why it is most appropriate.

17. Demonstrate how to select methods of teaching based on student learning abilities and disabilities.

18. Demonstrate how to incorporate technology into a lesson for a meaningful learning experience.

Learning Environment

19. Demonstrate the essential factors necessary in the development and maintenance of a positive learning environment.

20. Create and maintain a positive learning environment.

21. Demonstrate the ability to create a positive learning environment for students with special needs.

Assessment

22. Demonstrate the ability to use observation as a formative assessment tool.

23. Demonstrate the ability to construct an appropriate learning experience for a child based on a developmental evaluation of ability, which is not in line with present academic placement.

24. Demonstrate the skill of creating fair and appropriate assessment materials.

25. Demonstrate the ability to assess student learning in the classroom dynamic.

26. Demonstrate an understanding of the principles of authentic assessment.

Professional Development

27. Collaborate with mentor teachers and other colleagues to improve content mastery, pedagogic dexterity, and professional enhancement.

28. Reflect on personal and professional development, related to planning and instruction, and its effectiveness in promoting student learning.

29. Develop appropriate relationships with students and parents, as well as colleagues.

30. Pursue a variety of sources of information related to personal and professional growth which will impact teaching and student learning.

Clinical and/or Field Experiences: Full day internship in the base classroom.

Course Evaluation: The intern will have regular discussions with the cooperating teacher and will complete the monthly evaluation. Weekly lesson plans will be kept by the intern and reviewed by the cooperating teacher. Prescriptions for improvement will be provided for work considered unsatisfactory.

Grading Scale: Pass or Fail

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator of Students with Disabilities (ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.