

CI 3900: Middle Grades Internship
Appalachian State University

Class Meeting: Fridays, 9:00 - 10:50 a.m.

60 Internship Hours in Professional Development School (Lab)

Internship Days and Times: Tuesdays, 11:00 a.m.-3:00 p.m.; Wednesdays, 10:00 a.m.-2:00 p.m.; Mondays,
8:00 a.m.-12:00 noon

Course materials and resources are available on www.asulearn.appstate.edu

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Course Description

Prospective middle grades teachers are introduced to middle level classrooms and school communities through field experiences in professional development schools. Observation, participation, and teaching experiences ranging from individual to large group settings are included. Reflection, analysis, and discussions of practicum experiences are integrated into regularly scheduled seminars. Students will complete inquiry projects, and participate in interdisciplinary teaming while developing rapport with young adolescents and examining the context of effective middle level learning environments. This course is taken concurrently with CI 3910 and CI 3920. Lecture 30 hours; laboratory 60 hours.

CI 3900 Program Standards

All ASU Middle Grades Teacher Preparation Program Standards will be discussed during the seminars. This course and internship will emphasize the program standards in CI 3910 and CI 3920, the complementary Middle Grades Block I courses. These standards are as follows:

Standard 1 Young Adolescent Development

Standard 2 Middle Grades Philosophy and School Organization

In addition, prospective middle grades teachers will begin to explore their roles as middle level teaching professionals. As such, this course will also address:

Standard 5 Middle Grades Professional Roles

Through the initial field experience and course activities associated with CI 3900, teacher candidates will progress in the development of the knowledge, skills, and dispositions that are inherent in effective middle grades teachers. At the conclusion of this course, *a key goal is for each teacher candidate to present artifacts with rationale/reflections that support the ASU Middle Grades Teacher Preparation Program Standards emphasized in Block I.*

General Education Writing in the Discipline Goals

CI 3900 has been designated as the course in the middle grades program to help prospective teachers focus on their skills and abilities in writing in the content discipline. As such, the following table specifies the learning goals to be met and an explanation of how each will be addressed in CI 3900.

| Writing in the Discipline Learning Criteria | How course will meet criteria |
|---|--|
| Applies skills from first and second years | This course will build on the gateway skills of the first and second year writing courses by requiring students to draft, revise, and edit effectively in a writing community of middle grades education majors. |

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| Applies rhetorical knowledge of texts from writing across the curriculum | As texts in our disciplines (e.g., education, middle grades education, various content areas such as mathematics and language arts) are introduced in the second year writing course, we will build on that knowledge. Particularly, we will capitalize on students' abilities to write persuasively and reflectively in rationale-reflections. |
| Reads and analyzes texts in the major field | Prospective teachers will read and analyze introductory professional documents in the education discipline. Examples include the <i>North Carolina Teaching Standards</i> , <i>North Carolina Professional Codes of Ethics and Professional Conduct</i> , the <i>North Carolina Standard Course of Study</i> , and the <i>ASU Middle Level Teacher Preparation Program Standards</i> . Documents will frequently be read and discussed in a Paideia seminar format. Students will apply the standards and language of these documents in programmatic rationale-reflections. |
| Writes effectively in the models of the major according to the major's guidelines for entry-level writing | Prospective teachers will write rationale-reflections linking artifacts they have and will create to the standards in the profession. The rationale portion requires students to write a persuasive argument, discussing how the artifact is aligned to the standard. The reflection portion will require students to discuss what they learned by creating the artifact. |
| Participates in a larger writing community | In school-alike groups (grouped by internship placements), prospective teachers will collect survey, statistical, and qualitative data to conduct an ethnographic study of a school community. They will collaborate on a presentation for the other members of the class and on a group rationale-reflection linking the study to young adolescent development, middle grades philosophy and organization, family and community involvement, and diversity. |
| Reflects on semester's writing with emphasis on writing within the major community and connections to other academic communities | Each writing will have a reflective component as prospective teachers comment on the value of their assignments and experiences during the internship and block of courses during the semester. |

Required Reading

"Chapter 3: Understanding through inquiries." In *Teaching Ten to Fourteen Year Olds (3rd ed.)* by Chris Stevenson (Electronic Reserves). **Please print, read, make marginal notes, and bring to face-to-face class meetings.**

NC Codes of Professional Ethics and Professional Conduct (AsuLearn)

Other readings as assigned and as needed for internship experiences.

Course Requirements

Students will receive a grade of Satisfactory (S) or Unsatisfactory (U) for this course. A satisfactory grade will only be assigned when all criteria have been met. Incompletion of any single course requirement will result in a "U" for the course.

Internship. Attendance to all assigned field experience days is required. Make-up days for absences during normal school operations are to be arranged between the Master Teacher and the intern. (Teacher candidates do not have to make up absences if public schools are closed due to inclement weather.) At the completion of the internship, the Master Teacher, intern, and university supervisor will meet to complete the evaluation of the intern's performance.

Rationale-Reflections. A rationale is a persuasive argument. You are writing a convincing exposition giving reasons why and how the artifact demonstrates your competency of the standard. A reflection is a thoughtful consideration of what you have learned about the standard by creating the artifact. Include language of the particular Middle Grades Program Standard in the narrative portion of your rationale-reflection. As you describe your artifact and tell why you have selected this artifact to demonstrate your competency of this standard, be sure to explain how it shows your competency of some of the knowledge indicators, some of the disposition indicators, and some of the performance indicators (if applicable). As you use the language of the indicator, put the indicator you are citing in parentheses at the end of the sentence. Be sure that the narrative *explicitly* connects the Standard and indicators to the artifact. Do not use generalizations. Use language from the standard and specific references to the artifact.

Seminars. Attendance to and participation in all seminars is required. One absence will be excused. Excessive absences will result in a "U" for the course.

Standards-Based Field Reflections. Teacher candidates will use the reflective cycle to prepare **three** reflections related to their field experiences. Guidelines for the format of the reflections will be explained in class; due dates provided on the course calendar.

Young Adolescent Culture Inquiry Project. Teacher candidates will work in teams (based on their PDS assignments) to collect, synthesize, analyze, and represent data about young adolescent culture. Details about this project will be provided in class.

Ongoing Program Expectations

Block I Teacher Candidates should:

1. Join the Collegiate Middle Level Association (CMLA) and attend meetings when possible.
2. Review the performance-based standards for middle grades teacher candidates and begin to organize a system for collecting artifacts.
3. Review the advanced technology competencies and begin collecting artifacts required for licensure. (NOTE: These artifacts are usually combined with Program Area artifacts.)
4. Begin/continue collecting artifacts for content area courses for future work in Block II and student teaching.

COURSE CALENDAR

(Tentative and subject to change)

| DATE | TOPICS/ACTIVITIES | DUE |
|------|--|---|
| 1/20 | <ul style="list-style-type: none"> <input type="checkbox"/> Introductions <input type="checkbox"/> Orientation to CI 3900: Course and Field Experience <input type="checkbox"/> Discussion of internship logistics <ul style="list-style-type: none"> o Criminal Background Check o Professional Behavior Agreement o Planning for middle grades field experiences o Letter of introduction to Master Teacher (due 1/27) <input type="checkbox"/> Syllabus and course requirements <ul style="list-style-type: none"> o Explanation/review of ASU Middle Grades Program Standards o Explanation of Young Adolescent Culture Inquiry Project o Explanation of Writing in the Discipline o Explanation of Internship, Seminar, and Standards-Based Reflections | Internship plans are due ASAP |
| 1/27 | <p>Further explanation of Young Adolescent Culture Inquiry Project</p> <p>“Understanding Through Inquiries”</p> <p>We will discuss the reading homework and set up your field notebook for the inquiry project.</p> <p>Begin collecting the most recent census data and website data for the Inquiry Project</p> <p>A good place to begin: http://www.census.gov/ Other helpful sources are found at the end of this syllabus.</p> <p>Begin development of survey (using data categories)</p> <p>Ongoing data collection in field notebook until due date.</p> | <p>Chapter 3 from the Stevenson text: “Understanding Through Inquiries” (on electronic reserve)</p> <p>DUE: Letter of introduction to Master Teacher</p> <p>Browse your assigned school's and district's websites and gather the following information:</p> <ul style="list-style-type: none"> • School calendar • Inclement weather policies • Student handbook • School report card <p>1” binder and 15 tabs for your field notebook</p> <p>Homework: Read the <i>North Carolina</i></p> |

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| | | <i>Professional Teaching Standards</i> ; prepare for seminar; identify an artifact from one of your concentration courses that demonstrates your depth of content knowledge (need paper and electronic copies) |
| 2/3 | Young Adolescent Culture Inquiry Project Preliminary Research Census data, handbooks, websites, etc. Introduction to CMLA Work in school-alike groups | DUE: Survey items to compile; census data |
| 2/10 | ASU Resource Librarian: Introduction to databases, reference tools for middle grades educators, SmartBoard orientation Teams work on YACIP Wikis for collaboration | |
| 2/17 | Seminar: <i>NC Professional Codes of Ethics and Professional Development</i> | DUE: Standards-Based Field Reflection #1 Discussion Forum: Open and related to field experiences, questions, etc. Other topics may be added. |
| 2/24 | Classroom Management Discussion Forum: Classroom Management | Discussion Forum: Classroom Management |
| 3/2 ***** | Seminar: North Carolina Professional Teaching Standards | Bring a printed copy of the NC Professional Teaching Standards |
| 3/9 | TK20 Enrollment and Training with Robert Dodd | DUE: Standards-Based Field Reflection #2 |
| 3/16 | SPRING BREAK – No Class Meeting | <i>This week can be used to work on your internship hours.</i> |
| 3/23 | In-depth discussion of ASU Middle Grades Teacher Preparation Program Standards Rationale-Reflection Writing Workshop | Bring to Class: Printed copy of ASU MG Teacher Preparation Program Standards Artifact/assignment from a concentration course (bring paper and electronic copies). |
| 3/30 | Young Adolescent Culture Inquiry Project Work in PDS groups (face-to-face or virtually) to discuss project findings and to plan presentation. Guidelines provided in class. | One team member should submit plan for meeting to your professor. One member should submit attendance to your professor after the meeting. Due: Standards-Based Field Reflection #3 |
| 4/6 | Finalize Young Adolescent Culture Inquiry Project Internship Debrief Block II Information | All data (observational, interview/survey, and document) for young adolescent inquiry project. You will turn in individual field notebook with data and individual analysis of your findings (details provided in class). Community data Student survey for review Census and website data organized in field notebook. |
| 4/13 | Work on your own in YACIP groups | |
| 4/20 | PRESENTATIONS of Young Adolescent Culture Projects | DUE: Field Evaluation from Master Teacher |
| 4/27 | PRESENTATIONS of Young Adolescent Culture Projects | |
| 5/4 | PRESENTATIONS (if needed) | |

Web Data Resources for Cultural Inquiry Projects

www.schoolmatters.com

www.schooldatadirect.org

<http://factfinder.census.gov>

Others shared by class and team members:

ATTENDANCE POLICY

Students are required to attend all class meetings. One absence during the semester will be excused. ***Beyond the first absence, two points will be deducted from the course grade for each additional absence.*** Students should not schedule personal appointments or plan to work during class time. Two tardies to class equal an absence, unless the student misses more than half the class. If a student misses more than half of a class session, the student will be counted absent for that class session.

LATE ASSIGNMENTS

Assignments are due on the dates specified in the syllabus, unless the instructor makes changes for the entire class. Five points are deducted from the assignment grade for each day that an assignment is late.

ACADEMIC INTEGRITY CODE

Appalachian's policy on academic integrity allows a student and faculty member to work out sanctions for a first offense without a formal referral to the Office of Student Conduct. However, this policy works only if the process outlined in the Code is followed, which includes a record of the sanction submitted to the Office of Student Conduct on the appropriate form. Upon the first breach of academic integrity, I will submit the appropriate form to the Office of Student Conduct.

As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Web Site:

www.studentconduct.appstate.edu.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University's courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or www.ods.appstate.edu). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

RELIGIOUS OBSERVANCE POLICY

Students will be allowed two excused absences each academic year for religious observances. Students are responsible for requesting excused absences for religious observances required by the faith of a student. Instructors are responsible for complying with this requirement. In classes in which attendance is taken and/or penalties are applied for student absences, instructors must document their compliance with the religious observance policy by tracking student excused absences for religious observances. For purposes of this policy, the term "religious observances" shall include religious holidays or holy days or similar observances required by a student's religion and that require absence from class. Except in extraordinary circumstances, student requests for excused absences for religious observances must be submitted to instructors in writing no later than three weeks after the first class day of the term.