

Revised April 2008

Ashland University  
Dwight Schar College of Education  
Department of Curriculum and Instruction  
Course Syllabus

Graduate: Undergrad: X  
Credit Hours: 10  
Field/Clinical Hours: 300

**Course Number:** EDCI 467

**Course title for the catalog:** Internship - Middle Grades

**Catalog description:**

Supervised field experiences in a middle grades setting in licensure area(s).

**The prerequisite (s) for this course is (are):**

Successful completion of the requirements for student teaching.

**The enrollment restriction (s) for this course is (are):**

For middle grades teacher education students who desire licensure and who have met all of the requirements for student teaching.

**Course and field/clinical experience objectives (including knowledge, skills, and dispositions):**

**KNOWLEDGE:**

The teacher education student will have knowledge of:

1. Characteristics and qualities for effective teaching (including the decision-making process model.)
2. Communication skills in speaking, listening, reading, and writing.
3. Effective skills of interpersonal communication with pupils, teachers, and school administrators.
4. Techniques of classroom management.
5. Subject matter being taught.
6. Principles of learning theories which can be used to develop appropriate, instructional strategies in an assessment/instruction/evaluation/intervention approach.
7. Social, emotional physical and psychological characteristics of all pupils (including those from different cultures and ethnic backgrounds as well as those who are mainstreamed.  
Techniques of student and self-evaluation as a means of determining teaching effectiveness.

9. The influences our culturally pluralistic society have upon education in America.
10. Instructional strategies appropriate to developmental level of student, and specific content areas which are based on current research findings.
11. Both formal and informal methods of student assessment, both process and product
12. Teaching and assessment strategies for at-risk students.

### **SKILLS:**

The teacher education student will have skills to:

1. Demonstrate effective communication skills in speaking, listening, reading, and writing.
2. Demonstrate effective interpersonal communication skills when interacting with pupils, parents, teachers, and other school personnel.
3. Develop a classroom climate to enhance the social, emotional, physical, and psychological aspects of the student.
4. Develop assessment/instruction/evaluation/intervention plans for implementation in the educational program.
5. Select, prepare, administer a variety of assessment tests and evaluative instruments, techniques, and materials appropriate to the needs of children.
6. Synthesize knowledge and apply principles of learning theories and research to develop appropriate instructional strategies, including the use of media and technology.
7. Adjust teaching style and strategies to meet the needs of students regardless of multicultural background, gender, learning style, at-risk condition and/or handicapping condition.
8. Use decision-making skills in developing appropriate strategies for self-evaluation as a means of determining teacher effectiveness.
9. Assess and instruct without influence of bias.
10. Follow guidelines established by School Board policies, negotiated agreements and school law.
11. Read and use Course of Study.
12. Demonstrate subject area knowledge.
13. Demonstrate skill in classroom management and discipline.

### **DISPOSITIONS:**

The teacher education student will:

1. Exhibit concern, appreciation, and respect for all pupils, teachers, administrators, and other school personnel.
2. Demonstrate a realistic acceptance of attitudes, abilities, interests and physical conditions which may differ from his/her own.
3. Demonstrate confidence and emotional control in responding to pressure and problems in the teaching situations.
4. Demonstrate an awareness and sensitivity to contemporary issues in education and the legal, financial and ethical relationships of the school to a culturally pluralistic society.

5. Appreciate the role of decision-making in teaching.
6. Value thoughtful planning, implementation and evaluation.
7. Value the benefits of collaborative interaction.
8. Appreciate the ever-changing possibilities of instructional technology.
9. Appreciate the importance of keeping current with developing theory and research.
10. Accept the responsibility for pupil learning.
11. Value the formal-informal assessment/instruction/evaluation/intervention process and their influences on ensuring the continuous intellectual, social, and physical development of the learner.
12. Value specific content knowledge.

**Suggested texts and/or references:**

Ashland University Teacher Education Guide to EDCI 467 Middle Grades Student Teaching.

**Suggested instructional strategies:**

Seminars, videotaping classroom teaching, conferences

**Description of field/clinical experiences:**

**FIELD EXPERIENCE**

The field-based experience shall be for a minimum of ten weeks. (Six hours daily--five days per week--total three hundred hours). The student teacher is expected to experience all of the responsibilities (curricular, extra-curricular activities) of a teacher through a program cooperatively planned by the university supervisor and the cooperating teacher.

**Evaluation of students:**

Observation of classroom teaching and review of videotaped lessons.

**Faculty who frequently teach the course:**

Staff

**Licensure programs in which course is required:**

Middle Grades Teacher Licensure

**If the course is offered for either undergraduate or graduate credit, identify the respective difference in expectations:**

**Bibliography (Learned Societies, etc.)**

Bercik, I. J. (1990). Student teaching guidebook. Portland, OR: National Book Co.

Duke, D. (1990). Teaching an introduction. New York: Harper and Row.

Greenwood, G. E. & Parkay, R. W. (1989). Case studies for teacher decision making. New York: Random House.

Henson, K. T. (1988). Methods and strategies for teaching in middle and secondary schools. White Plains, NY: Longman, Inc.

Madaus, G., Kellaghan, T. & Schwab, R. (1989). Teach them well. New York: Harper and Row.

Muth, D. D. & Alvermann, D. E. (1992). Teaching and learning in the middle grades. Needham Heights, MA: Allyn and Bacon.

Ryan, K. & Cooper, J. (1988). Those who can teach. Boston: Houghton Mifflin.