



## **C & I 6943 INSTRUCTIONAL INTERNSHIP**

**Section 902**

**Spring 2008**

**Monday, 5:30-8:15**

**Downtown, FS 3.536**

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### **ILT MISSION**

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

### **ILT GOALS**

The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

### **1. Course Description**

This course involves individually supervised full-time field experience in assigned classrooms for one semester (12 weeks) with related applied research activity. It may be taken for teaching internship or student teaching. The purpose of the course is to support beginning teachers in their efforts to become successful mathematics and science educators. Emphasis will be on teacher research, reflection, and application of new learning and insights to the teacher's classroom. Special topics will address assessment analysis and interpretation, second language learners, professional development, and the integration of national and state curriculum standards.

## **2. Course Objectives**

- To provide teacher-interns with an opportunity to examine their own values and assumptions about the teaching and learning of science and mathematics.
- To provide teacher-interns opportunities to learn about assessment, instructional strategies, classroom management, and testing techniques.
- To provide teacher-interns the opportunity to become more knowledgeable about diversity and equity in the classroom.
- To provide teacher-interns opportunities to develop a clear research-based philosophical framework for their individual approach to teaching and learning.
- To provide teacher-interns with the opportunity to identify obstacles to teaching effectiveness and successful student learning.
- To provide teacher-interns with opportunities to grow professionally through participation in professional organizations, school and community activities, and communication/correspondence with other education professionals.
- To support teacher-interns in the implementation of changes/innovations in their own classrooms.

## **Secondary Professional Development Competencies**

**002:** The teacher considers environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.

**003:** The teacher appreciates human diversity, recognizing how diversity in the classroom and the community may affect learning and creates an classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.

**004:** The teacher understands how learning occurs and can apply this understanding to design and implement effective instruction.

**005:** The teacher understands how motivation affects group and individual behavior and learning and can apply this understanding to promote student learning.

**006:** The teacher uses planning processes to design outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.

**007:** The teacher uses effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration, and supportive interactions.

**008:** The teacher uses a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and real world.

**009:** The teacher uses a variety of instructional materials and resources (including human and technological resources) to support individual and group learning.

**011:** The teacher structures and manages the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership and mutual respect.

**012:** The teacher is a reflective practitioner who knows how to promote his/her own professional growth and can work cooperative with other professionals in the system to create a school culture that enhances learning and encourages positive change.

**015:** The teacher understands requirements, expectations, and constraints associated with teaching in Texas and can apply this understanding in a variety of contexts.

### 3. Recommended Texts.

1. *The First-Year Teacher's Survival Guide, 2<sup>nd</sup> ed.* (2007), by Julia G. Thompson (San Francisco: Jossey-Bass).
2. *Multiple intelligences: The theory in practice* (1993) by Howard Gardner (New York: Basic Books).
3. *The disciplined mind: Beyond facts and standardized tests, the K-12 education that every child deserves* (1999) by Howard Gardner (New York: Penguin Books).
4. *Teaching with the brain in mind* (1998) by Eric Jensen (Alexandria, VA: Association for Supervision and Curriculum Development).
5. *Inside the brain: Revolutionary discoveries of how the mind works* (1997) by Ronald Kotulak (Kansas City, MO: Andrews McMeel Publishing).

### 4. Course Content

Course content will include philosophy of science or mathematics education, how the subjects are learned, assessment, evaluation, professional development, online support, national and state *standards* (in particular, as they relate to the TEKS), and other related topics as reflected on the class schedule. Please note: Course content may vary from the outline on the class schedule to meet the needs of this particular group.

### 5. Course Requirements and Grading

Grading: Point values will be assigned to each assignment and activity. After the points are totaled and percentages computed, grades will be assigned as indicated:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
0 – 59%	F

### Course Expectations

**Professionalism:** Professionalism includes punctuality, attendance, preparedness and demeanor. Teacher-interns are expected to seek growth opportunities and to display disposition for excellence. Teacher-interns will receive points for each class meeting. Excessive absences (as in more than one) will adversely affect your grade.

**Improving Teaching Effectiveness Projects:** Each teacher-intern, in consultation with his/her supervisor, will identify projects (“interventions”) to improve instruction in his/her classroom. The appropriateness of the projects must reflect an awareness of both student needs and the teacher-intern’s own strengths and weaknesses as a beginning teacher. Projects must be approved by professor. Possible projects: classroom management plan; infusion of technology to enhance student learning; adaptation of instruction for special populations; motivation enhancement; strategy implementation; meaningful TAKS preparation; use of assessment to inform instruction; project-based learning; infusion of HOTS (Hands On Teaching Strategies); implementation of the Lesson Cycle; parental component; improving instruction for low achievers; building relationships/rapport with students; PowerPoint lesson presentation(s) including video/movie clip using screen-capture software or other AV editing/insertion techniques.

**Assignments:** The specific details and requirements for the course assignments, together with the due dates, will be provided in a separate document (The Assignment Schedule).

**Class Participation:** Class participation is a critical component of this internship course. Each week everyone is expected to participate in classroom discussions and to regularly share successes and challenges (in an appropriate manner) with our class as a group.

#### **6. Attendance Policy, Make-up Work, and Late Exercises**

Regular class attendance is essential for success in any course. It is important to be present and on time for each class meeting. Make-ups for missed exams will be given only with adequate documentation of extenuating circumstances. Work turned in late will not be accepted.

#### **7. Classroom Behavior and Expectations**

Cell phones must be turned off during class. All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Judicial Affairs in accordance with Section 202 of the UTSA Student Code of Conduct (<http://www.utsa.edu/OSJA/index.cfm>).

This course will follow all policies and procedures with regard to students and teacher-interns as specified in the *UTSA Faculty Handbook* and the *COEHD Fitness to Teach* document. Any incident of scholastic dishonesty or other discipline issues will be managed as specified in Faculty Handbook Section 2.37. Website Link - Fitness to Teach Video, Forms, etc. <http://coehd.utsa.edu/FTT/FTT.htm>

#### **8. University Policy on Academic Dishonesty**

Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT Regent's Rules of Regulation). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this please come see me and refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action. This is available at: <http://www.utsa.edu/OSJA/index.cfm>

#### **9. Academic Success and the Tomás Rivera Center**

Academic Success and the Tomás Rivera Center: The TRC provides an array of services to assist student in achieving learning success. A large proportion of beginning students find that the skills they develop in high school may not be adequate for success at the college level. The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they run along with individual advising may prove extremely helpful. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web ([www.utsa.edu/trcss](http://www.utsa.edu/trcss)) or by phone (458-4694). The TRC has also recently begun to offer various workshops and other support for graduate students as well.

#### **10. Other Student Support Services**

UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: <http://www.utsa.edu/disability> ).