Department: Curriculum and Instruction  
Interim Department Head: Dr. Vivian Wright
Program: Secondary Curriculum, Teaching, and Learning (SCTL)  
Credit Hours: 9-12
Instructor of Record: Dr. Joyce Stallworth

Catalog Course Description:
Observation and teaching of the major subjects in the secondary school
Prerequisites: Senior standing for undergraduates, admission to the Teacher Education Program, teaching methods course, minimum GPA as required by each certification field and content area.

University Core Designation: None

Conceptual Framework:
The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

Knowledge Base:
To become effective classroom teachers, individuals should gain knowledge of themselves as teachers, the students they will teach, and ways to teach those students. Current research-based information about students and the recommended practices for teaching at the middle and secondary levels will be addressed. Individuals who aspire to become teachers also need knowledge that will enable them to function within the school setting and achieve their goals. Professional behavior that includes ways to establish and maintain learning environments and the need for ethical decision making are addressed throughout the course.

Course Objectives: All standards must be met to obtain a passing grade for this class.

The prospective teacher will demonstrate the:
1. Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings. AQTS (1)(c)1.(iv).
2. Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings. AQTS (1)(c)1.(v)
3. Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner. AQTS (1)(c)2.(ii)
4. Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners. AQTS (2)(c)1.(v)
5. Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement. AQTS (2)(c)1.(vi)
6. Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences. AQTS (2)(c)1.(vii)
7. Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law AQTS (2)(c)2.(iv)
8. Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners. AQTS (2)(c)2.(vi)
9. Ability to collect and use data to plan, monitor, and improve instruction. AQTS (2)(c)2.(vii)
10. Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student. AQTS (2)(c)2.(viii)
11. Ability to communicate with parents and/or families to support students' understanding of appropriate behavior. AQTS (2)(c)3.(iv)
12. Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning. AQTS (2)(c)3.(v)
13. Ability to use individual behavioral support plans to proactively respond to the needs of all students. AQTS (2)(c)3.(vi)
14. Ability to encourage students to assume increasing responsibility for themselves and to support one another’s learning. AQTS (2)(c).3.(viii)
15. Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives. AQTS (2)(c).4.(vi)
16. Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment. AQTS (2)(c).4.(viii)
17. Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students. AQTS (2)(c).4.(x)
18. Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives. AQTS (2)(c).5.(v)
19. Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. AQTS (2)(c).5.(vi)
20. Ability to collaborate with others to incorporate accommodations into all assessments as appropriate. AQTS (2)(c).5.(vii)
21. Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning. AQTS (2)(c).5.(viii)
22. Ability to develop rubrics and to teach students how to use them to assess their own performance. AQTS (2)(c).5.(ix)
23. Ability to develop and select appropriate performance assessments. AQTS (2)(c).5.(x)
24. Ability to engage all students in assessing and understanding their own learning and behavior. AQTS (2)(c).5.(xi)
25. Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences. AQTS (2)(c).5.(xii)
26. Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate. AQTS (3)(c).1.(vi)
27. Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students. AQTS (3)(c).1.(viii)
28. Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions. AQTS (3)(c).3.(v)
29. Ability to communicate with others about mathematical concepts, processes, and symbols. AQTS (3)(c).3.(vi)
30. Ability to use technology to assess student progress and manage records. AQTS (3)(c).4.(v)
31. Ability to evaluate students' technology proficiency and students' technology-based products within content areas. AQTS (3)(c).4.(vi)
32. Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction. AQTS (4)(c).1.(iv)
33. Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation. AQTS (4)(c).1.(v)
34. Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that related to language learning. AQTS (4)(c).2.(ii)
35. Ability to identify and refer students for diagnosis for special services. AQTS (4)(c).3.(iii)
36. Ability to address learning differences and disabilities that are prevalent in an inclusive classroom. AQTS (4)(c).3.(iv)
37. Ability to help students assess their own learning styles and to build upon identified strengths. AQTS (4)(c).4.(iii)
38. Ability to assess and diagnose individual students' contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics. AQTS (4)(c).5.(iv)
39. Ability to design learning experiences that engage all learning styles. AQTS (4)(c).4.(iv)
40. Ability to involve parents and/or families as active partners in planning and supporting student learning. AQTS (5)(c).1.(iv)
41. Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies. AQTS (5)(c).1.(v)
42. Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities. AQTS (5)(c).1.(viii)
43. Ability to communicate and collaborate effectively with colleagues, students, parents, guardians and significant agency personnel who are included and valued equally as partners. AQTS (5)(c)1.(ix)

44. Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities. AQTS (5)(c)1.(x)

45. Ability to integrate statewide programs and initiatives into the curriculum and instructional processes. AQTS (5)(c)3.(iii)

46. Ability to communicate with students, parents, and the public about Alabama’s assessment system and major state educational improvement initiatives. AQTS (5)(c)3.(iv)

47. Ability to use and maintain confidential student information in an ethical and professional manner. AQTS (5)(c)5.(iii)

48. Ability to access school, community, state, and other resources and referral services. AQTS (5)(c)6.(ii)

49. Ability to access resources to gain information about federal, state, district, and school policies and procedures. AQTS (5)(c)6.(iii)

50. Ability to keep accurate records including IEPs, especially records related to federal, state, and district policies, and other records with legal implications. AQTS (5)(c)6.(iv)

Interns must successfully meet each of the appropriate objectives and earn a grade of "C" or higher.

Persons wishing to add middle-level certification* will demonstrate the:
1. ability to plan and implement adaptive practices to meet the needs of adolescents, including students with special needs.
2. ability to plan and provide educational experiences that will prepare young adolescents for life.
3. ability to plan, implement, and evaluate a wide range of enrichment, exploratory, and interest-based activities and courses.
4. ability to provide opportunities for young adolescents to think critically, develop healthy lifestyles, and be productive citizens.
5. ability to plan and implement appropriate strategies for providing instruction in reading, both developmental and remedial.

Assessment:
1. All teacher interns will receive a minimum of 12 formal observations (6 from the cooperating teacher/assigned Clinical Master Teacher, 6 from the college supervisor/Clinical Master Team).
2. A midterm grade will be given to the teacher intern. Students who receive below a C will be required to meet with the Director of Clinical Experiences. The Director of Field Experiences will communicate any relevant information to the Department Head on a regular basis.
3. In addition to receiving a minimum grade of C, the teacher interns must meet the minimum competencies on the Secondary Curriculum, Teaching, and Learning Intern Performance Checklist in order to be recommended for certification or meet the minimum requirements for graduation.

Internship LiveText Assignment
Secondary, Elementary, and PE interns are required to submit a unit plan or comprehensive set of lesson plans by the date designated by the LiveText Coordinator. The unit plan must reflect what you actually taught in your internship. Use the format your cooperating teacher/CMT required you to follow. You will see the assignment posted in LiveText by midterm. This submission serves as one final assessment of your abilities to meet national and state standards in your internship. If you are registered in two internship sections, you only need to submit the unit plan for the first section. Please note that you may attach a maximum of 10 files/documents. If you have any technology related questions, please email Mr. James Hardin at jhardin@bamaed.ua.edu. If you have any questions about the assignment, please contact Dr. B. Joyce Stallworth at jstallwo@bamaed.ua.edu.