UMBC UGC New Course Request: EDUC 454 Phase I Internship Seminar for Middle School STEM Teachers

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COURSE INFORMATION:

Course Number(s)	EDUC 454
Formal Title	Phase I Internship Seminar for Middle School STEM Teachers
Transcript Title (≤30c)	Phase I Seminar Middle School
Recommended Course Preparation	Student must be accepted into Phase I of Internship and have department permission to enroll in the course.
Prerequisite **NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	EDUC 412M Introduction to Middle Level Teaching and Learning EDUC 410 Reading in the Content Area I
Credits	2
Repeatable?	☐ Yes ☒ No
Max. Total Credits	na This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	☒ Reg (A-F) ☐ Audit ☐ Pass-Fail

PROPOSED CATALOG DESCRIPTION (no longer than 75 words**):**

This seminar course provides a forum for discussing and processing Phase I Internship experiences and current topics/issues/trends in STEM middle school teaching and learning. The seminar has been designed to help teacher candidates analyze the many facets of teaching and to become a reflective practitioner. Topics that are addressed include STEM features of instruction and schools, classroom management, assessment strategies, culture/s of schools, evidence-based teaching (SLOs), PRAXIS II examinations, and becoming a professional.

RATIONALE FOR NEW COURSE:

The Maryland State Department of Education (MSDE) has added middle school (grades 4-9) to its areas of teacher certification. In order to be competitive within the State and serve the UMBC students who want to specialize in STEM education at the middle school level, the education department is proposing a new Middle School STEM Education degree. This seminar is needed for the new degree, and will be taught every fall semester. It fits into the curriculum as a key clinical support course when teacher candidates majoring in the Middle School STEM education program are participating in Phase I of their internship (student teaching).

This seminar is a 400 level course because the internship experience is the capstone experience for the program. Students who enroll must have successfully completed two prerequisite courses: EDUC 412M Introduction to Middle Level Teaching and Learning (3) and EDUC 410 Reading in the Content Area I (3) as these two courses provide fundamental knowledge of best practices in middle school teaching and are key performance benchmarking courses in the UMBC Tk20 Teacher Performance Assessment System. Students also must be accepted into Phase I of internship and have departmental permission to enroll. Students in the course will be graded using the regular grading scale and be required to earn a B or better in the course to advance in the program. The course is not offered with a repeatable option.

ATTACH COURSE OUTLINE (mandatory):

EDUC 454
Phase I Internship Seminar in Middle School STEM Teaching (2 sem. hr.)

Fall XXXX

Instructor: Susan M. Blunck, Ph.D.
                 Associate Clinical Professor STEM Education
                 MAT Graduate Program Director
                 UMBC Department of Education
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Office hours: By appointment – please email to make an appointment
Prerequisites: Accepted into Phase I of Internship and permission of the department

Course Description

This seminar course provides a forum for discussing and processing Phase I Internship experiences and current topics/issues/trends in STEM teaching and learning. The seminar has been designed to help teacher candidates analyze the many facets of teaching and to become a reflective practitioner. Topics that are addressed include classroom management, assessment strategies, STEM features of instruction and schools, culture/s of schools, evidence-based assessment (SLOs), PRAXIS II examinations, and becoming a professional. *Prerequisite:* Acceptance into Phase I of internship and permission of the department.

Teacher candidates (interns) must take the course during Phase I of their internship. Interns receive instruction and complete assignments related to classroom organization and management, parent conferencing, lesson planning, assessments, and modifications for students with special needs. Interns will have the opportunity to share their experiences through regular reflections and discussions with their peers. Guest speakers will be brought in as resources to share information on topics included in the seminar.

The seminar is designed to reflect the UMBC Education Department Mission as well as the Association for Middle Level Education Middle Level Teacher Preparation Standards**.** Interns meet every other week for a 2-hour seminar. For weeks in between, interns are in clinical (school) settings involved in their internship placements for at least one full day.

Classroom Accommodations for Students with Disabilities: If you are a student with a documented disability who requires an academic adjustment, auxiliary aids, or similar accommodations, please contact the Office of Student Support Services at 410-455-3250 and let the instructor know of your need when you begin the course.

UMBC Statement of Academic Integrity:
By enrolling in this course, each student assumes the responsibility of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty and they are wrong. Academic misconduct could result in disciplinary action that may include suspension or dismissal.

Grading:
An A, B, C, D, F (regular) grading scale will be used for all assignments. Interns are required to earn a B or better in the course. Point values for all assignments are listed next to the assignments described below.

Course Objectives & Outcomes

The teacher candidate will:
Demonstrate competence in all areas articulated in the Association of Middle Level Educators (AMLE) and Maryland Teacher Technology Standards as well as the UMBC Education Department's Conceptual Framework and Diversity Competencies, specifically, the teacher candidate will come to:

1. understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. (AMLE Standard 1)
2. understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). (AMLE Standard 2)
3. understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. (AMLE Standard 3)
4. Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment.

They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). (AMLE Standard 4)

5. understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors and understanding of child development and its application to the creation of appropriate learning opportunities (AMLE 5)

Policies and Disposition Expectations

The internship process is a transition from university student to classroom teacher. Therefore, course requirements are based on expectations placed on teachers.

Teachers are required to be at school every day unless they have made other arrangements in advance.
Attendance at all seminar sessions is required.

Teachers are often required to attend meetings, conferences, and other functions at their schools but they must ensure that other responsibilities have been accommodated.
It is understood that teacher candidates may be invited to specific meetings, conferences, and other functions at their placement schools. These will be honored only when seminar instructor is given prior notice. Note: these meetings, and the intern's participation in them, will need to be verified

It is essential that teachers arrive at school on time.
Teacher candidates must arrive on time unless instructor has been notified.

Teachers must be prepared to teach every day.
Teacher candidates will come to class with all materials. Assignments must be completed and submitted on the dates due.

Teachers are regularly observed by principals and other supervisors.
Teacher candidates will be observed by their supervisor a minimum of three times during Phase I. They will conference regularly with their mentor teachers. Supervisors, mentors, and the candidates themselves will complete and upload required evaluation forms onto Tk20.

Course Readings: See course calendar at the end of this document.

Phase I Assignments

Phase I interns will complete and upload the following assignments to Tk20.
1. School Context Analysis Assignment
2. Assistive Technology Assignment
3. Parent Teacher Conference Assignment
4. Special Education Reflection
5. STEM Discussion Paper

School Context Analysis Assignment – 20 points – Due Week 3

This assignment is a two page description of the location of school community and where the students live. It is also an overview of what the school represents and *who* the students are. Respond to the cultural, racial, socio-economic, family, and community factors that impact student learning in your school setting.

Please address all components of this section. Number and respond to all prompts

Prompts:

1. Describe the racial, ethnic, cultural, linguistic, and socio-economic makeup of the community.
2. Describe local resources available to the community, especially those that you may be able to tap into for your STEM teaching.
3. Describe the school community itself – For example: Are there parent volunteers? What activities does the PTA support? How do the school facilities impact teaching and learning? What is the involvement level of the faculty as a whole, other teachers in the team, the "specials" teachers, teachers, para-educators, custodians and administrators? Who stands out as a STEM leader? What are some of the STEM initiatives in the school?
4. What do you know about the students individually and collectively that will guide your instructional design and assessment as you teach? What are the students' interests? Strengths? Challenges?
5. Include visuals that are representative of the community. This is not simply a photo of the school, but images that convey a sense of community. It could be a neighborhood scene, a school activity, a picture from the local newspaper, or anything reflecting who the people are, where they come from, or what influences community "culture."

Criterion	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)
Contextual Dimensions (AMLE Standard 2)	Candidate demonstrates limited ability to identify factors pertinent to the context of the	Candidate is developing the ability to identify factors pertinent to the context of the learning	Candidate identifies and describes factors pertinent to the context of learning	Candidate identifies and richly describes factors pertinent to the context of the learning

learning community. There is insufficient description and documentation of cultural, racial, socio-economic, linguistic, or other community factors that affect instruction and impact student learning.	community. There is a basic description cultural, racial, socio-economic, linguistic, and other student , family, and community factors that affect instruction and impact student learning.	community. There is sufficient description and documentation of cultural, racial, socio-economic, linguistic, and other student, family, and community factors that affect instruction and impact student learning.	community. There is a thorough and specific description and documentation of cultural, racial, socio-economic, linguistic, and other, student, family, and community factors that affect instruction and impact student learning. Candidate extends beyond demographic data and builds a rich description of the learning community.

Assistive Technology Assignment – 20 points – Due class 4

Go to this site:
http://www.edutopia.org/blog/film-festival-assistive-technology and scroll down to see the list of videos and articles on this page. The videos are in the first list and articles are under "More Resources on Using Assistive Technology in the Classroom" section further down the page. You need to watch the first video in the list "Understanding AssistiveTechnology: Simply Said" and then choose two other videos from the list that interest you and watch them. In addition , I want you to choose an article from the list further down on the page and read it before you write your responses to the prompts.

Please address <u>all </u>components of this section. Number and respond to all prompts

<u>*Prompts:*</u>
1. Write a two page paper reflecting on how assistive technology is being used, or how might it be used, to benefit the human, equity, and developmental issues of the students in your class individually and collectively.

2. Select one or several students in your classroom. How is assistive technology being used, or how might it be used, to benefit the human, equity, and developmental issues of the student(s)

Assistive Technology Rubric

Criterion	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)
Understanding of issues related to use of assistive technology. (AMLE Standard 4)	Candidate does not show evidence of understanding human, equity, and developmental issues surrounding the use of assistive technology.	Candidate shows some evidence of understanding human, equity, and developmental issues surrounding the use of assistive technology	Candidate shows evidence of understanding human, equity, and developmental issues surrounding the use of assistive technology	Candidate shows evidence of a deep understanding of human, equity, and developmental issues surrounding the use of assistive technology.

Parent-Teacher Conference Assignment - 20 points – Due Week 15

Teacher candidates will attend and participate in at least one parent-teacher conference. Using the following prompts, summarize the experience, think about how you would conduct a conference, and reflect on how formal and informal conferences can help establish and maintain positive relationships with families. Refer to the prompts and the rubric as you complete the assignment.

Address <u>all</u> components of this assignment. **Number and respond to all prompts**
Prompts:
1. **Summary:** Provide an **objective** (no opinions) summary of the conference.
2. **Context:** Provide some background on the school, the student, and the parent or other adult (e.g. sex, age, race, SES, language).
3. **Purpose of conference:** For example, was this during parent-teacher week? Was it held at the teacher's request? The parents'? Why?
4. **Preparation:** How did the teacher prepare for the conference? What materials, information, and/or data had he/she collected? Did he/she solicit feedback from others in the school?
5. **Summary of conference**: Provide an **objective** summary of the conference. Include details but avoid edification.
6. **Outcome of conference**: What were the outcomes of the conference? Was anything documented in writing? Did the parent and/or teacher come up with specific plans for the student? Was a follow-up scheduled?
7. **Preparation and Implementation** Based on your observation and participation, describe strategies for preparation and implementation of conferencing with families.

8. **Preparation:** How would you prepare for productive conferences?
9. **Strategies:** What strategies would you implement that would contribute to establishing and maintaining positive relationships with families and caregivers?
10. **Reflection** Describe how this experience impacted ideas about building relationships with the families and caregivers of your future students? Base your reflection on your observations of this conference and other knowledge gained in your coursework.

Parent-Teacher Conference Rubric (continued on next page)

Criterion	Limited	Developing	Proficient	Exemplary
Context, purpose, and preparation of observed conference	Candidate fails to objectively describe and summarize the context, purpose, and preparation for the conference.	Candidate describes the context, purpose for, and teacher's preparation for the conference, but makes numerous subjective statements.	Candidate provides an objective description of context, purpose, the teacher's preparation for the conference.	Candidate provides a full and detailed description of the observed context, the purpose, and the teacher's preparation for the conference
Summary and outcome of conference	Candidate fails to objectively describe and summarize the conference.	Candidate briefly describes the conference or makes numerous subjective statements.	Candidate provides a full, objective description of conference, including teacher, parent(s)' and other's contributions as appropriate.	Candidate provides a rich, detailed, and objective description of the conference, including teacher, parent(s)' and other's contributions as appropriate.
Preparation for conferencing with families **(AMLE Standard 5)**	Candidate fails to describe how teachers can prepare for parent conferences.	Candidate demonstrates some understanding of how to prepare for parent conferences.	Candidate demonstrates an understanding of how to prepare for productive parent conferences.	Candidate demonstrates thorough understanding of how to prepare for productive parent conferences and describes how certain documents and objective

				observations aid in developing positive interactions with families and caregivers.
Strategies for building positive relationships with families **(AMLE Standard 5)**	Candidate is unable to describe strategies for productive conferences with families	Candidate demonstrates some knowledge of strategies for productive conferences with families.	Candidate demonstrates knowledge of strategies for productive conferences with families and describes how conferences contribute to establishing and maintaining positive relationships with families.	Candidate demonstrates a broad and thorough knowledge of how to conduct productive conferences with families and elaborates on how conferences contribute to establishing and maintaining positive relationships with families.
Reflection **(AMLE Standard 1)**	Candidate fails to reflect on his or her experience with a parent-teacher conference.	Candidate briefly reflects on his or her experience with a parent-teacher conference. Little thought is given as to how this experience has impacted his or her plans for building relationships with families.	Candidate reflects on his or her experience with a parent-teacher conference and discusses how this experience has impacted his or her plans for building relationships with families.	Candidate provides a deep and rich reflection on his or her experience with a parent-teacher conference and elaborates how and why this experience has impacted his or her plans for building relationships with families.

Special Education Assignment – 20 points – Due Week 11

Teacher candidates will arrange to spend **one day** with a special educator. You will complete a written observation of **one lesson** and reflect on the impact your observation had on your own teaching.

Address <u>all </u>components of this assignment. **Number and respond to all prompts**
Prompts:
1. **General introduction**
2. **Role.** Describe the role of this special educator within the school. For example, is he or she teaching in a self-contained classroom, co-teaching with a classroom teacher, conducting pull-out programs?
3. **Students.** Identify the general student population the teacher works with.
4. **Schedule.** Describe the special educator's typical daily schedule. How many classes does he or she visit? How many students does he or she work
5. **Preview of observed lesson: purpose and plan**
   Number of students
   Exceptionality(ies) of students
   Lesson topic, objective, and assessment
   Overview of activity
   Materials (and how they have been adapted to the needs of these children if applicable
6. **Summary of lesson**. Describe in detail the observed lesson. Do not include opinions, assumptions, explanations, editorializations, or other subjective statements.
   be *specific* and be *objective*
   include description of the teacher's words and actions
   include description of the students' words and actions
   include anecdotes and examples of behaviors
   identify who met the objective and who did not
7. **Reflection.**
   Reflect on the lesson observed. What did you notice about the teacher? the teaching? The students? The learning?
   What strategies did you learn that you might use in your STEM teaching or when you teach children with special needs?
   How did this experience impact your perception of the role of the special educator?
   How did this experience impact your ideas about children with special needs?

Special Education Rubric (continued on next page)

Criterion	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)
Introduction	Candidate's information is insufficient to understand the special educator's role at the school.	Candidate has provided minimal information regarding the special educator's role at the school.	Candidate has provided basic information regarding the special educator's role at the school.	Candidate has provided detailed information regarding the special educator's role at the school.
Preview of lesson	Candidate's information is insufficient to understand the purpose or plan of the observed lesson.	Candidate has provided few details of the purpose and/or plan of the observed lesson.	Candidate has provided basic details of the observed lesson. The lesson's purpose is evident and the plan is clear.	Candidate has provided a rich and detailed description of the purpose and plan of the observed lesson.
Summary of lesson: objectivity	Candidate has written an opinionated and subjective summary of the lesson observed.	Candidate has included numerous opinions, explanations, assumptions, and other subjective statements in the lesson summary.	Candidate's summary is written objectively with very few subjective statements.	Candidate's summary is a detailed and objective description of what she saw and what she heard. It is free of opinions, explanations, assumptions, and other subjective statements.
Summary of lesson: detailed	Candidate's description provides insufficient detail to understand what occurred during the lesson.	Candidate has provided a basic description of the observed lesson. There is little documentation of student behavior.	Candidate has provided a detailed description of the lesson observed, including observations of teacher *and* of students.	Candidate has provided a rich description of the observed lesson, offering anecdotal examples of what occurred in the lesson. Anecdotes of the teacher and the students and their interactions are included.

Reflection (AMLE Standard 1)	Candidate has restated observations with no apparent reflection.	Candidate's reflection is brief and lacks depth.	Candidate has reflected on the teaching and learning observed in the lesson.	Candidate has reflected deeply on the teaching and learning observed in the lesson.
Reflection and application (AMLE Standard 1)	Candidate has failed to reflect on the lesson's impact on her future teaching.	Candidate's reflection on the lesson's impact on her future teaching is brief and lacks depth.	Candidate has reflected upon the lesson's impact on her future teaching.	Candidate has reflected deeply on the lesson's impact on her future teaching.

STEM Discussion Paper Assignment – 20 points – Due Week 13

Imagine you are a STEM teacher leader in your school. Your principal asks you to develop a STEM discussion paper for your school. You are asked to write a three page paper that describes ideas for making STEM stronger in your school. This paper will be used with others in the school to start discussion of the STEM possibilities for your school. The paper should contain specific ideas for building a stronger STEM team and enriching/extending the STEM learning in the school across one school year. The ideas you develop should reflect your knowledge of STEM and middle school best practices. You are required to have at least five references which should be included at the end of your paper in the bibliography.

Criterion	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)
Ability to apply knowledge of STEM and middle level best practices. (AMLE Standard 1)	Ideas discussed in paper do not reflect knowledge of STEM and middle school best practices.	Ideas discussed in paper reflect some knowledge of STEM and middle school best practices.	Ideas discussed in paper reflect adequate knowledge of STEM and middle school best practices.	Ideas discussed in paper reflect advanced knowledge of STEM and middle school best practices.
Ability to create a coherent set of ideas for improving STEM in the school. (AMLE Standard 2)	Ideas discussed in paper are disjointed and are based on little logic.	Ideas discussed in paper are somewhat connected and are based on weak logic.	Ideas discussed in paper are connected and are based on sound logic.	Ideas discussed in paper are strongly connected and are based on sophisticated logic.

Phase I Seminar Course Calendar – Fall XXXX
EDUC 454

Week	Description of Activity	Assignments/Reading
1	Seminar Meets (2hrs) - Overview and Discussion of Phase I Tk20 assignments and Review of Clinical Observation Processes and Tools. Update, reflection, and feedback from interns. Discuss the School Context Assignment. Classroom management strategies.	
2	1 Full day of Internship in schools. Students are completing the seminar assignments that must be completed in schools.	Association for Middle Level Education (2006). *Association for Middle Level Education position statement on the professional preparation of middle level teachers*. Westerville, OH: Author. Retrieved from http://www.amle.org/AboutAMLE/PositionStatements/ProfessionalPreparation/tabid/287/Default.aspx Mertens, S. B., & Flowers, N. (2004). *Interdisciplinary teaming*. Retrieved from http://www.amle.org/Research/ResearchSummaries/Summary21/tabid/250/Default.aspx
3	Seminar Meets (2hrs) - Comparing and contrasting contexts. Learning about the schools where we teach and reflecting on how my school reflects the tenets	School Context Assignment Due. Pate, P. E., & Andrews, G. (2006). Parental involvement. Retrieved from http://www.amle.org/Research/ResearchSummaries/ParentInvolvement/tabid/274/Default.aspx

	of a true middle school. Lesson planning strategies.	Williams, D. M. (2012). *Care in the middle level classroom*. Retrieved from http://www.amle.org/Research/ResearchSummaries/Care/tabid/2657/Default.aspx
4	1 Full day of Internship in schools. Students are completing the seminar assignments that must be completed in schools	McEwin, C. K., & Dickinson, T. S. (2012). Value young adolescents: Educators value young adolescents and are prepared to teach them. In *This we believe in action: Implementing successful middle level schools* (pp. 7-15).
5	Seminar Meets (2hrs) - Developing as reflective practitioners. Thinking about how STEM is alive in my middle school and how I could help make it stronger. Discuss the STEM Vision assignment. Update, reflection, and feedback from interns. Guest speaker/s.	Horowitz, P. D., Darling-Hammond, L., & Bransford, J. (2005). Educating teachers for developmentally appropriate practice. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 88-125). San Franciso, CA: Jossey-Bass.
6	1 Full day of Internship in schools. Students are completing the seminar assignments that must be completed in schools	Stevenson, C., & Bishop, P. A. (2012). Challenging curriculum: Curriculum is challenging, exploratory, and relevant. In *This we believe in action: Implementing successful middle level schools* (pp. 29-46). Westerville, OH: Association for Middle Level Education.
7	Seminar Meets (2hrs) - Preparing for PRAXIS II Middle School Examinations. Overview of the exams and discussion of review and preparation strategies. Update, reflection, and feedback from interns.	Assistive Technology Assignment Due. Knowles, T., Brown, D. F. (2000). Being an advocate for young adolescents. In *What every middle school teacher should know* (pp. 165-171). Portsmouth, NH: Heinemann.
8	1 Full day of Internship in schools. Students are completing the seminar assignments that must be completed in schools	Epstein, J. L., & Hutchins, D. J. (2012). Family Involvement: The school actively involves families in the education of their children. In *This we believe in action: Implementing successful middle level schools* (pp. 181-198). Westerville, OH: Association for Middle Level Education.

9	Seminar Meets (2hrs) - Preparing for Phase II. Learning about the Student Learning Objectives (SLOs) – part 1. Update, reflection, and feedback from interns. Guest speaker/s	Kasak, D., Uskali, E. (2012). Organizational Structures: Organizational structures foster purposeful learning and meaningful relationships. In *This we believe in action: Implementing successful middle schools* (pp. 119-131). Westerville, OH: Author
10	1 Full day of Internship in schools. Students are completing the seminar assignments that must be completed in schools	McEwin, C. K., & Greene, M. W. (2011). *The status of programs and practices in America's middle schools: Results from two national studies*. Westerville, OH: Association for Middle Level Education. Retrieved from http://www.amle.org/portals/0/pdf/research/Research_from_the_Field/Status_Programs_Practices_AMLE.pdf
11	Preparing for Phase II. Learning about Student Learning Objectives – part 2. Update, reflection, and feedback from interns.	Special Education Assignment Due Grant, C. A., & Agosto, V. (2008). Teacher capacity and social justice in teacher education. In M. Cochran-Smith, S. Feiman-Nemser, & D. J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring questions in changing context* (pp. 175-200). NY: Routledge and Manassas, VA: Association of Teacher Educators
12	1 Full day of Internship in schools. Students are completing the seminar assignments that must be completed in schools	Work on completing STEM Discussion Paper.
13	Presentations of STEM Visions. Update, reflection, and feedback from interns.	STEM Discussion Paper Assignment Due.
14	1 Full day of Internship in schools. Students are completing the seminar assignments that must be completed in schools	Knowles, T., Brown, D. F. (2000). Being an advocate for young adolescents. In *What every middle school teacher should know* (pp. 165-171). Portsmouth, NH: Heinemann.
15	Phase I students see presentations of Phase II students' SLO clinical inquiry projects.	Parent Teacher Conference Assignment Due.