SEMINAR DATES (Seminars are mandatory; points will be deducted for absences):
Fall Trimester – Saturday, September 7: 9:00-4:00 in Thomas Business Building – Kresge Room
Saturday, September 21: 9:00 – 4:00 in Thomas Business Building - Kresge Room
Winter Trimester – Saturday, February 8, 2014: 9:00 4:00 in Thomas Business Building-Kresge Room

NOTE: Students must register for each trimester of internship. Each intern should register for winter internship during the weeks of October 8-19. Contact the Education Department (601.318.6139) regarding registering for internship since there is no online registration for this course.

William Carey University – Fairchild Hall – Education Office: 601.318.6139
498 Tuscan Avenue Hattiesburg, MS 39401 FAX: 601.318.6185

Supervising Professors:

Dr. Candice Aycock email: caycock@wmcarey.edu
Dr. Walter Butler email: wbutler@bayspringstel.net
 Telephone Home: 601.752-2222
Dr. Donna Garvey email:dgarvey@wmcarey.edu
 Telephone Home: 601.268.6350
 Telephone Cell: 601.297.9554
Dr. Bonnie Holder email: bonnie.holder@wmcarey.edu
 Telephone Home: 601.853.6075
Dr. Mark Malone email: mmalone@wmcarey.edu
 Telephone: 601.318.6177
Dr. Bitsy Browne Miller email: bmiller@wmcarey.edu
 Telephone Office: 601.318.6217
 Telephone Cell: 601.550.2466
Dr. Rosemary Woullard email: rwoullard@wmcarey.edu
 Telephone: 601.268.7736

NOTE: Each intern will be assigned to a supervising professor who will make a minimum of three classroom visits during the internship, a minimum of two during the fall trimester and one
during the winter trimester. Additional information will be provided at the first seminar.

**AMERICANS WITH DISABILITIES ACT**

Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Valerie Bridgeforth at 601.318.6188. Ms. Bridgeforth is located in the Student Services Office in Lawrence Hall.

**ACADEMIC INTEGRITY**

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The University places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, or dismissal from the University. Complete procedural guidelines for dealing with incidents of academic dishonesty are on file in the Office of Student Services, the Office of Academic Affairs, each academic dean’s office, and each campus dean’s office.

**CATASTROPHIC EVENT PLAN**

In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through SaderWatch, the WCU emergency message service. Sign-up instructions can be found at [http://wmcarey.edu/saderwatch](http://wmcarey.edu/saderwatch).

In case of a catastrophic event, the following procedure will be maintained:

- In case of a closed campus with internet access, all courses will shift to D2L or email delivery of assignments. Follow all assignments in the syllabus and send them via D2L or email to your professor by each due date.

- In case of a closed campus with no internet access, follow all directions in the syllabus for the completion of all course assignments. Completed assignments should be packaged in due date order for delivery to the professor once the campus has reopened. These assignments can also be sent by regular mail or email.

**Catalog Description:**

Interns will be supervised by a University faculty member (supervising professor) in a school where they are employed. Interns are required to attend all scheduled seminars which will include research and discussion on current educational issues related to the classroom teacher. The internship consists of two trimesters, Fall and Winter (August through February). Credit will be for a total of six hours with three hours earned each trimester.
**Course Description:**

This course is designed for the student who is seeking alternate route licensure and is required by the Mississippi Department of Education. The student will have completed the initial steps for licensure that include passing scores on PRAXIS I and PRAXIS II. The student will have successfully completed the courses: Classroom Management (EDU 536) and Tests, Measurements and Evaluations (EDU 650). EDU 635 requires each student to be employed in an accredited school as a licensed teacher in an appropriate grade level (elementary 4-8 or secondary subject area 7-12). Each intern must be a full-time contract employee and teaching in the area in which he/she took and passed PRAXIS II or an area which is listed on the intern’s current teaching certificate. Any intern teaching in an area or grade level not listed on the teaching certificate must be approved in writing by the Dean of Education.

NOTE: The Alternate Route Program, offered by William Carey University, is for teachers who will teach or are teaching in Mississippi. There is no automatic reciprocity with any other state. Any student from a state other than Mississippi should be advised that he/she is responsible for determining certification status with another state.

I. **Rationale:**

This course is designed to provide the teaching interns with information relevant to beginning teaching and planning, and will provide them with strategies on assessing students’ work and recognizing ways students can reflect on and assess their own work. Attention will be focused on various instructional approaches, student learning, school experiences, curricular concerns, and planning strategies.

II. **Prerequisites:**

Initial Certification from the Mississippi State Department of Education in the MAT program is a prerequisite for EDU 635. Students must have completed the initial steps for licensure that include passing scores on PRAXIS I and PRAXIS II. Students must have successfully completed the courses: Classroom Management (EDU 536) and Tests, Measurements and Evaluations (EDU 650). EDU 635 requires that each student be employed in an accredited school as a full time licensed teacher in grades 4-6 (elementary) or grades 7-12 subject area (secondary). The student must also have graduate standing.

NOTE: Learning outcomes and course assignments (performance assessments) are developed based on current best practices and standards as recognized from the follow sources: Interstate Teacher Assessment and Support Consortium (InTASC); Association for Childhood Education International (ACEI), and William Carey University – Content Frameworks (WCU-CF).

III. **Course Goals and Learning Outcomes:**

Five major goals have been established for this course. The student will:

1. Successfully complete one full year of teaching (InTASC 1-10; ACEI 1, 2, 3, 4, 5; WCU – CF 5).
2. Discuss the rules and regulations that impact teaching (InTASC 8; ACEI 1, 2,
3, 4, 5; WCU – CF 1, 2, 3, 4, 6).

3. Demonstrate proficiency in developing, implementing, and modifying teaching plans for increased student learning (InTASC 2, 5, 6, 7, 8; ACEI 1, 2, 3, 4, 5; WCU – CF 1, 2, 3, 4, 6).

4. Discuss current issues in education (InTASC 7,9; ACEI 1, 2, 3, 4, 5; WCU – CF 1, 3, 4, 6).

5. Document current best practices, curriculum standards, teaching plans, parent conferences, discipline logs, and other school experiences (InTASC 1, 9, 10; ACEI 1, 2, 3, 4, 5; WCU – CF 1, 3, 4, 5).

IV. PRE-ASSESSMENT:
None

V. INSTRUCTIONAL PROCEDURES AND TECHNIQUES:
Topics will be introduced through discussions and presentations at each seminar. Student are required to fully explore instructional strategies and topics as part of various assignments.

VI. TEXTBOOK AND OTHER MATERIALS:

(2) School Law Primer for Educators and School Personnel: Everything you Need To Know About School Law and How It Affects the School Environment (June, 2006). MS Attorney General’s Office with the MS Department of Education, Office of Healthy Schools, funded by the University of Southern Mississippi, Department of Community Health Services.

NOTE: These resources are available for purchase in the WCU Bookstore prior the September 7 seminar. The bookstore will not be open that Saturday.

Websites, research and curriculum topics and strategies related to critical issues in education will be reviewed and discussed. See also readings listed in bibliography.

VII. REQUIREMENTS AND ASSESSMENT:
A grade based on the stated point system will be assigned on the basis of the degree and quality of completion of the requirements listed in this syllabus. Students are required to:

1. Attend and participate in all seminar sessions. It is important that no sessions are missed. Points will be deducted for arriving late to seminars and/or missing seminars; there are no make-up seminars.

2. Email WEEKLY reflections to your supervising professor. Do not send reflections as email attachments: send as regular emails so that the date and time appear on each reflection. Type the week of the reflection in the subject line. For example, in the subject line. Type: “Reflection # 1 for the week of September 2-6. Each of these reflections should include class events
from your classroom, your reactions to those events, and how you develop, implement and modify subject content and teaching strategies to meet the needs of your students. Interns are expected to emphasize differentiated instructional strategies to insure that the needs of all students are met. (InTASC 5, 6, 7, 9, 10; ACEI 2, 3, 4; WCU – CF 5).

In order to provide guidance for the format of the weekly reflections, number the reflection components as follows and answer the following questions:

1. What was I trying to accomplish this past week?
   Be specific about listing student learning outcomes/objectives. These objectives should reflect expectations from the curriculum frameworks or Common Core Standards.

2. How successful was I in accomplishing my goals? Be specific about how many students passed or did not pass weekly assessments.

3. How can I improve my ability to meet my goals in the future? Be specific about what you will do to insure that you are meeting the needs of ALL students so that each student will meet his/her potential.

4. There should be an emphasis on how you are differentiating instruction to meet the needs of every student in your classes. Each reflection must address those four sections to receive full credit, and each section should be numbered as listed above.

Your reflections should also include any issues concerning student behavior that are impacting instruction in a negative manner with specific plans on how you will work to decrease the negative impact. (Discipline issues should be addressed in sections 3 and 4 of the reflection.)

These reflections are a critical component of the internship. Since the supervising professors cannot visit each intern’s classroom on a weekly basis, reflections serve as regular communication between the intern and his/her supervising professor. Each week’s reflection is to be emailed to the supervising professor by Sunday night of each week so it can be read and responded to in a timely manner. Points will be deducted for reflections emailed later than the stated deadline.

NOTE: Weekly reflections are considered informal; however, it is imperative that interns proofread each reflection to insure the highest quality of writing mechanics. Points will be deducted for grammatical errors.

Reflections are to be sent even during WCU trimester breaks. Since various school districts have different holiday schedules, it is the responsibility of each intern to alert his/her supervising professor whenever their school is not in session. Reflections are to be sent beginning Sunday, September 8 (for the previous week); the first reflection should be received by your supervising professor by Sunday evening, September 8. Reflections are to be sent for every week during the months of September, October, November, December and January WITH THE EXCEPTION OF THE ONE WEEK OF THANKSGIVING BREAK (no reflection due December 1), AND THE TWO
WEEKS OF CHRISTMAS (no reflection due December 29 and January 5)
BREAK. There are eighteen weeks of reflections: nine during the Fall trimester and nine during the Winter trimester. The final reflection should be received by your supervising professor by Sunday, January 26.

NOTE: Traditionally, weekly reflections have been used as opportunities for interns to vent frustrations and discuss issues of concern with the supervising professors. Since the content of the reflections is often very sensitive in nature, it is recommended that interns NOT send reflections from school computers. Please be aware that your school email can be read without your knowledge, and it would be to your advantage not to be doing your university class homework during school time. (Each weekly reflection is due to your supervising professor by Sunday evening.)

NOTE: It is important that you keep a printed record of all emailed assignments to your supervising professor and a copy of his/her responses to those assignments.

3. Provide a copy of your school district’s yearly calendar to your supervising professor. (Due immediately following the first seminar.)

4. Provide a copy of your current teaching contract when you register for internship. You may blacken out your salary amount. (Due at registration. Any intern who does not provide his/her current contract copy will not be allowed to remain in the internship class.)

5. Provide a copy of your current teaching certificate when you register for internship. (Due at registration. Any intern who does not provide his/her current teaching license/certificate copy will not be allowed to remain in the internship class.)

6. Email a copy of your daily schedule to your supervising professor immediately following the first seminar. This schedule should reflect what you do from the time you arrive at school until you leave. Be sure to use clock times to indicate “class periods.” Include your classroom location and number, and the name of your mentor teacher. (Due immediately following the first seminar.)

7. Complete and return the “EDU 635 INTERN BACKGROUND INFORMATION” sheet given out at the first seminar. (Due at end of first seminar.)

8. POST ON TK20 a description of your classroom, (room arrangement, etc.), students (gender, ages, abilities, etc.) and other relevant information that you will use to provide maximum learning opportunities for your students. Also include how you organize your classroom; list your rules and describe your classroom management/discipline plan. (Due by Sunday, September 15.)
9. Maintain a log of all classroom disciplinary problems and referrals. For each log entry, include the student’s name, date of incident, a brief description of the incident, what you did, and the outcome of the incident (what was done by you, the school administration and/or parent to bring “closure” to the incident.) (Log book will be checked by your supervising professor during each classroom visit and is counted as part of your TIAI.)

10. Maintain a log of all parent conferences. Include specific information including who initiated the conference, conference discussion points, outcome and follow-up. (Log book will be checked by your supervising professor during each classroom visit and is counted as part of your TIAI.)

11. Email reviews of assigned chapters of the Wong and Wong textbook. Each review must include two parts which should be numbered in the typed email: 1) a summary of the important points of each chapter in the assigned unit, and 2) the application: intern should relate HOW she/he is using or has used the information in the textbook to improve his/her classroom organization and/or instruction.

NOTE: Each assignment should be labeled with the unit letter (A, B, C, D & E) and chapter number, and each chapter should be summarized and applied separately. Send as regular emails, separate from your weekly reflections; do not send as attachments. Type single space except to separate summary and application sections and chapters. (InTASC 3, 8, 9, 10; ACEI 1, 3, 5; WCU – CF 4, 5, 6).

Wong and Wong textbook reviews are due according to the following schedule:

Unit A – Chapters 1-5 due to the supervising professor through one regular email by Sunday night, September 15.

Unit B – Chapters 6 – 10 due to the supervising professor through one regular email by Sunday night, September 29.

Unit C – Chapters 11-15 due to the supervising professor through one regular email by Sunday night, October 13.

Unit C – Chapters 16-20 due to the supervising professor through one regular email by Sunday night, October 27.

Units D & E – *Chapters 21 -26 due to the supervising professor through one regular email by Sunday night, November 3.

(Older editions of the Wong and Wong book have 26 chapters; the latest edition has only 25 chapters.)
NOTE: Summaries and application assignments must be done for individual chapters in each unit, and sent as one regular email. Points will be deducted for assignments that are not in stated format and/or emailed after the due dates.

NOTE: Always type your name at the bottom of all emails. Oftentimes, your email address does not provide your entire name.

NOTE: Interns should be prepared to submit their assignments on D2L instead of email if their supervising professor requires that.

12. The supervising professor will visit each intern a minimum of three times during the entire internship. The initial visit will be very soon after the first seminar and will be a brief “hello” visit. This visit is primarily for the professor to locate the intern’s school, see the classroom, and meet the principal and mentor (if available). The supervising professor will tell the intern when this hello visit will occur.

The second visit (fall trimester) is the formative TIAI for which the intern will be expected to have a typed lesson plan that specifically reflects indicators 1-6 of the TIAI*. This visit will be scheduled for a specific date/time by the intern and the supervising professor.

*NOTE: Attention must be given to all TIAI indicators in the lesson plan to insure that if the evaluator does not observe evidence, then evidence should be included in the typed plan.

The third visit (winter trimester) is the summative TIAI for which the intern will be expected to have a typed lesson plan as described above. That visit will be scheduled for a specific date/time by the intern and the supervising professor. (InTASC 6, 7, 8, 9, 10; ACEI 1, 2, 3, 4, 5; WCU – CF 1, 2, 3, 4, 5, 6).

Prior to the supervising professor visiting your classroom, please do the following:
   a. notify your school office (principal and secretary) of the date/time/ purpose of the professor’s visit.
   b. have lesson plan (in prescribed format), textbook, copy of any handouts you plan to give to your students, and student seating chart available for the professor.
   c. allow your supervising professor to sit and observe students where the professor is not a distraction.

13. Self evaluation includes three parts: (1) Video, (2) Self evaluation narrative, and (3) Self evaluation on TIAI. (1) Upload teaching video to TK20 under “Video” tab, or upload on teachertube.com (by January 31) or record a
DVD/CD (to be turned in by the final seminar). (2) Post self evaluation narrative under that tab “Narrative Self Evaluation of Video Performance” on TK20. That self evaluation should include the effectiveness of your lesson and any improvements that you could make in the future. (3) Using the TIAI tab on TK20, “T.I.A.I. Form/Self Evaluation”, do a self evaluation on all indicators. This self evaluation should be completed by January 31. (InTASC 9; ACEI 1, 2, 3, 4, 5; WCU – CF 5).

14. Mentor’s rating of the intern on the “Professionalism Dispositions for Teaching Excellence” form. Due to your supervising professor by Friday, October 11, by fax or regular mail. The mentor’s rating of the intern on the TIAI evaluation is due to the supervising professor by or before Friday, January 24, by fax or regular mail. (InTASC 9, 10; ACEI 1, 5; WCU – CF 5, 6).

Mentor Duties: Each intern is to be assigned a mentor teacher in his/her school; that assignment should be made by the principal. The mentor is asked to provide general mentoring duties in addition to completing two forms on the intern. The first form is a Dispositions for Teaching Excellence rating scale which should be completed by October 11, discussed with the intern and faxed (601.318.6185) or mailed to the supervising professor at Box 3, William Carey University, 498 Tuscan Avenue, Hattiesburg, MS 39401. The second form is the TIAI which should be completed by January 24. The mentor is asked to observe a class that the intern teaches in order to rate the TIAI form. After post-lesson conference, this form should be faxed or mailed to the supervising professor. Both forms will be given to each intern at the first seminar in September, and the intern will pass on the forms to his/her mentor immediately.

15. “WCU Principal’s Evaluation of Intern” should be completed and discussed with the intern before being faxed or mailed directly to the supervising professor by January 24. (InTASC 9, 10; ACEI 1, 2, 3, 4, 5; WCU – CF 5, 6).

16. Pre- and Post-test data (Value Added Data) should be posted on TK20 on or before January 24. (InTASC 9; ACEI 1, 2, 3, 4, 5; WCU – CF 5).

17. A Legal Issues – Scenarios Assignment will be sent by email at the beginning of winter trimester and is due through regular email by Sunday, December 1. Read the School Law Primer for Educators and School Personnel book in order to familiarize yourself with relevant laws. Specific assignment details will be sent to each intern by email at the beginning of the winter trimester. (InTASC 3, 9, 10; ACEI 3, 5; WCU – CF 1, 3, 4, 5).

18. Other assignments as determined by the supervising professor.

NOTE: Each assignment is to be turned in directly to the intern’s supervising professor by the due date in the syllabus and/or posted on TK20 as directed in the syllabus or by the supervising professor.

Both trimesters of internship must be passed in order for an intern to apply for a standard license and retain employment.
VIII. **EVALUATION**

As a graduate student, all written assignments will be assessed on the basis of three major sets of criteria:

1. **MECHANICS:** this includes such writing abilities as appropriate verb usage, appropriate use of subject-verb agreement, comma usage, use of punctuation, spelling, sentence structure, quotes, use of APA format, etc.

2. **CONTENT:** this involves such areas as following directions for written assignment, addressing the actual question (correct information), use of correct terminology, and adequate documentation.

3. **EXPRESSION:** this involves such writing aspects as the clarity of material, the style and format of writing, and the appropriate introduction and summary information.

Points will be deducted for grammatical errors made in all assignments.

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<tr>
<th>ASSIGNMENTS</th>
<th>SCORING POINTS</th>
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<tbody>
<tr>
<td><strong>SCORING AND POINTS ARE ASSIGNED SEPARATELY FOR EACH TRIMESTER.</strong></td>
<td><strong>FALL</strong></td>
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<tr>
<td>Seminars (September 7; September 21; February 8)</td>
<td>60</td>
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<tr>
<td><strong>Note:</strong> Attendance at seminars is mandatory. If you miss a seminar you will miss the points; there are no make-up seminars.</td>
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<tr>
<td>Weekly reflections (nine in fall/ nine in winter)</td>
<td>135</td>
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<tr>
<td>School District Calendar</td>
<td>10</td>
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<tr>
<td>Daily Schedule</td>
<td>15</td>
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<tr>
<td>Classroom Information</td>
<td>30</td>
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<tr>
<td>Room arrangement, student demographics, rules, Classroom management/discipline plan</td>
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<tr>
<td>Wong Unit and Chapter Summaries/Reflections</td>
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<tr>
<td>Unit A</td>
<td>30</td>
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<tr>
<td>Unit B</td>
<td>30</td>
</tr>
<tr>
<td>Unit C (divided into two sections – each worth 30 points)</td>
<td>60</td>
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<tr>
<td>Units D &amp; E</td>
<td>30</td>
</tr>
<tr>
<td>Formative TIAI (fall) Summative TIAI (winter)</td>
<td>75</td>
</tr>
<tr>
<td>Legal Issues Assignment (winter)</td>
<td></td>
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<tr>
<td>Mentor’s Disposition Rating of Intern</td>
<td>25</td>
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<tr>
<td>Mentor’s TIAI Rating of Intern</td>
<td>20</td>
</tr>
<tr>
<td>Principal’s Evaluation of Intern (winter)</td>
<td>20</td>
</tr>
<tr>
<td>Intern’s Self Evaluation – (1) Video (2) Narrative Self Evaluation (3) TIAI Self Evaluation</td>
<td>75</td>
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<tr>
<td>Pre and Post Data (Value Added Data)</td>
<td>20</td>
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<tr>
<td><strong>Total possible points</strong></td>
<td><strong>500</strong></td>
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GRADING SCALE:

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<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>465-500</td>
<td>A</td>
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<tr>
<td>435-464</td>
<td>B</td>
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<tr>
<td>400-434</td>
<td>C</td>
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NOTE: Only two grades lower than a B are allowed in the program. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. **A student making a third grade lower than a B will be dismissed from the program.** (See current Graduate Catalog, page 34)

IX. **CLASS ATTENDANCE AND ASSIGNMENTS:**

Attendance for each seminar is mandatory. Seminars involve the clarification of directions for assignments, coverage of subject content, discussions, and participation in presentations and group activities. All absences at seminars will be recorded in the class record.

All assignments are due as listed in the syllabus. Points will be deducted for late work. All assignments must be typed and should be free of grammatical, typographical, and spelling errors and must be submitted specifically as directed in the syllabus or by the supervising professor.

In order to limit distractions in seminars, please: 1) Arrive on time; 2) Stay for entire seminar; 3) Turn off cell phone; and 4) Do not bring children to seminar.

REFERENCES AND BIBLIOGRAPHY

PROFESSIONAL JOURNALS AND MAGAZINES

*The Reading Teacher* (International Reading Association)
*Journal of Adolescent and Adult Literacy* (International Reading Association)
*Reading Research Quarterly* (International Reading Association)
*Language Arts*  
*Reading Improvement*  
*Phi Delta Kappan*  
*Reading Improvement*  
*Mississippi Reading Journal*  
*Educational Leadership*  
*TESOL Quarterly*

Other journals related to teaching areas are available.

Interesting websites to visit:

Opening of School Video from MSDE: google Mississippi State Department of Education and click on “click here” near Dr. Lynn House’s picture.

[ascd@smartbrief.com](mailto:ascd@smartbrief.com) (Association for Supervision and Curriculum Development newsletter)
[PEN@PublicEducation.org](mailto:PEN@PublicEducation.org) (Public Education Newsletter)
[www.mde.org](http://www.mde.org) (MS Department of Education)
[www.schoolmission.net](http://www.schoolmission.net) (21st Century Schoolhouse)
[www.scholastic.com](http://www.scholastic.com) (Free materials for teachers)
[www.schoolnotes.com](http://www.schoolnotes.com) (Great lesson plans)
www.brainpop.com (Great videos online)
http://school.discovery.com/schrockguide/ (Kathy Schrock’s Guide for Educators)
http://marcopolo.worldcom.com/ (Marco Polo)
www.teachers.net (One of the top teacher sites in the US with teacher chat rooms)
http://edtech.boisestate.edu/bridges/tslessons.htm (Technology Supported Lesson Plans)
http://webquest.sdsu.edu/ (integrated units – all grades)
http://rubistar.4teachers.org/ (A Free Rubrics Builder)
http://www.writestore.org/ (The Write Site)
http://fcit.coedu.usf.edu/ (Florida Center for Instructional Technology – one of the top teacher training sites in Southeast)
http: www.masterteacher.com
Google the term, differentiated instruction and read as much as you can to help you differentiate the instruction in your classroom.
Google the term, “InTASC Model Core Teaching Standards”
Google the Mississippi State Department of Education and familiarize yourself with information About Common Core Standards

NOTE: In order to partially fulfill your professional responsibilities, please join one of the three state teacher organizations. Ask your coworkers about these organizations, study their websites and join one!
Information regarding professional organizations can be found on Google:
American Federation of Teachers
Mississippi Association of Educators
Mississippi Professional Educators

In addition to state organizations, there are also subject area organizations which provide many valuable member benefits. Find yours and join!

BIBLIOGRAPHY


Cunningham, P.M. & Allington, R. L. (2003). Classrooms that work: They can all read and


Building on a Firm Foundation