

**Course Syllabus****INTERNSHIP  
EDU 635****(Fall (2008))  
3 credit hours****Winter (2008-2009)  
3 credit hours**

**NOTE:** Students must register for **each** trimester of internship. Each intern should register for winter internship during the weeks of October 6<sup>th</sup> or 13<sup>th</sup>.

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

**Supervising Professors:**

Dr. Walter Butler            email: [walter.butler@wmcarey.edu](mailto:walter.butler@wmcarey.edu)  
Telephone Office: 601.318.6557  
Telephone Home: 601.752-2222

Dr. Donna Garvey            email: dgarvey26@comcast.net  
Telephone Home: 601.268.6350  
Telephone Cell: 601.297.9554

Dr. Bonnie Holder            email: bonnie.holder@wmcarey.edu  
Telephone Home: 601.853.6075

Dr. Bitsy Browne Miller      email: [bitsy.miller@wmcarey.edu](mailto:bitsy.miller@wmcarey.edu) (regular email)  
email: [dean.miller@wmcarey.edu](mailto:dean.miller@wmcarey.edu) (D2L email)  
Telephone Office: 601.318. 6217  
Telephone Cell: 601.550.2466

Dr. Barry Morris            email: [barry.morris@wmcarey.edu](mailto:barry.morris@wmcarey.edu)  
Telephone Office: 601.318.6587  
Telephone Home: 877.765.1116  
Telephone Cell: 601.467.2632

Dr. Eugene Owens            email: [eugene.owens@wmcarey.edu](mailto:eugene.owens@wmcarey.edu)  
Telephone Office: 601.318.6602  
Telephone Home: 601.649.3659

Dr. Patty Ward                email: [patty.ward@wmcarey.edu](mailto:patty.ward@wmcarey.edu)  
Telephone Office: 601.318.6144  
Telephone Home: 601.544.8367  
Telephone Cell: 601.550.8550

NOTE: Each intern will be assigned to a “supervising professor” who will make a minimum of three classroom visits during the internship. These visits will be explained in more detail 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 Mrs. Brenda Waldrip at 601.318.6188. Mrs.Waldrip 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, and could lead to suspension or dismissal from the University. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, The Lance.

**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>, 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>. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency message service. Sign-up instructions can be found under current students on the WCU homepage.

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:**

Students (interns) will be supervised by a University faculty member (supervising professor) in a school where they are employed. Students 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 officially listed on the intern's teaching certificate. Any intern teaching in an area or grade level not listed on teaching certificate must be approved 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 will have completed the initial steps for licensure that include passing scores on PRAXIS I and PRAXIS II. Students will have successfully completed the courses: Classroom Management and Tests, Measurements and Evaluations. EDU 635 requires that each student be employed in an accredited school as a full time licensed teacher in grades 4-8 (elementary) or grades 7-12 subject area (secondary). The student must also have graduate standing.

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

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

1. Describe the successful completion of one full year of teaching (\*INTASC Principles 1, 2, 3, 4, 5 & 6);
2. Discuss the rules and regulations that impact teaching (INTASC Principles 7, 8 & 9);
3. Demonstrate proficiency in developing, implementing, and modifying teaching plans for increased student learning (INTASC Principles 2, 3, 4, 7, and 8);
4. Discuss current issues in education (INTASC Principles 1-10);

5. Document current best practices, curriculum standards, teaching plans, parent conferences, discipline logs, and other school experiences (INTASC Principles 4, 5, 6, and 10) .

NOTE: \*Interstate New Teachers Assessment and Support Consortium (INTASC)

**IV. PRE-ASSESSMENT:**

None

**V. INSTRUCTIONAL PROCEDURES AND TECHNIQUES:**

Topics will be introduced through discussions and presentations. Small discussion and cooperative groups will be utilized to explore topics.

**VI. TEXTBOOK AND OTHER MATERIALS:**

(1) *The First Days of School* by Harry K. Wong and Rosemary T. Wong (2004).

(2) *Stepping Into My Teacher Shoes: A Teacher Induction Resource* (2002).

(3) *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 three resources are available for purchase in the WCU bookstore.

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 missed sessions and there are no make seminars.
2. Email WEEKLY reflections to your supervising professor. **Do not send reflections as attachments: send as regular emails.** 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.

In order to provide guidance for the content of the weekly reflections, please 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.** (2) How successful was I in accomplishing those 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 points to receive full credit.

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 can not visit each intern's classroom on a weekly basis, reflections serve as a regular communication device between the intern and the professor. **Each week's reflection is to be emailed to the supervising professor by Sunday night** so it can be read and responded to in a timely manner. Points will be deducted for reflections emailed later than each Sunday night.

NOTE: Weekly reflections are considered informal; however, it is imperative that interns proofread each reflection to insure the highest quality of writing mechanics.

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 school is not in session. Reflections are to be written beginning the week of the first seminar (September 8 for secondary interns; September 15 for elementary interns) and ending the week of February 9.

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.)**

3. Provide a copy of your school district's yearly calendar to your supervising professor. **(Due before or immediately following the first seminar.)**
4. Provide a copy of your teaching contract to your supervising professor. You may blacken out your salary amount. **(Due at registration. Any intern who does not provide his/her contract copy will not be allowed to remain in the internship class.)**
5. Provide a copy of your current teaching certificate to your supervising professor. **(Due at registration. Any intern who does not provide his/her licensure copy will not be allowed to remain in the internship class. )**
6. Email a typed 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 number and the name of your **mentor** teacher. **(Due before or immediately following the first seminar.)**
7. Complete and return the "EDU 635 INTERN BACKGROUND INFORMATION" sheet that was given out at the first seminar. **(Due at end of first seminar.)**
8. Email a typed description of your classroom (room arrangement, etc.) and students (gender, ages, 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 second seminar.)**
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.)**
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.)**

**NOTE: Always type your name at the bottom of all emails. Be aware that currently we are using your personal email address; however, in the near future we will use only your WCU email address. It is imperative that you establish your WCU email account immediately.**

11. Email reviews of assigned chapters of the Wong and Wong textbook. Each review must include a summary of the important points of **each chapter** in the assigned unit, and the intern should relate **HOW** she/he used the information in the textbook to improve his/her classroom organization and/or instruction.

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

Prior to the second fall trimester seminar, interns will review Unit A (pages 3 – 31 – chapters 1 - 5). **(Due by second seminar.)**

Prior to the third fall trimester seminar, interns will review Unit B (pages 35 – 78 – chapters 6-10). **(Due by third seminar.)**

Prior to the first seminar of winter trimester, interns will review Unit C (pages 80 – 194 – chapters 11 - 20). **(Due by first winter trimester seminar.)**

Prior to the second seminar of winter trimester, interns will review Unit D (pages 196-268 – chapter 21 - 24). **(Due by second winter trimester seminar.)**

Prior to the third seminar of winter trimester, interns will review Unit E (pages 270 – 322 – chapters 25-26). **(Due by final winter seminar.)**

**NOTE: Emailed summaries and reactions must be by individual chapters. Points will be deducted for reviews turned in after the due dates.**

12. When your supervising professor visits 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, textbook, copy of any handouts you plan to give to your students, list of students and student seating plan available for the professor.
  - c. have a place for your supervising professor to sit and observe behind the students. The professor does not want to be a distraction.
13. Self evaluation: Record on VHS or CD or DVD a lesson (one or more class sessions in length). Using the STAI In –Class Evaluation instrument and the specific objectives of the lesson, prepare a typed self-evaluation of the effectiveness of your lesson and improvements that you could make for the future. **Emailed self evaluation due by the final winter seminar. The self evaluation and VHS/CD/DVD must be sent directly to the supervising professor.**

14. “WCU Principal’s Evaluation of Intern” should be sent directly to supervising professor **by the final Winter seminar.**
15. Pre- and Post-test data (see form) due by second winter seminar.
16. Other assignments as determined by the supervising professor.

**NOTE: All assignments are to be emailed/mailed directly to the intern’s supervising professor by the due date in the syllabus.**

### **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.

### **SCORING**

### **POINTS**

**Scoring and points are assigned separately for each trimester.**

Weekly emailed reflections (Points for each reflection are determine by the number of reflections in each trimester.)	110
--	-----

Seminar attendance (30 points for each seminar)	90
---	----

**NOTE: Attendance at seminars is mandatory. If you miss a seminar you will miss the points.**

Assignments (those specifically listed in the syllabus which include practice and formal STAI evaluations of 200 points and other assignments assigned by the professors, such as contract and licensure copies, daily schedules, etc.)	300
---	-----

<b>Total possible points</b>	<b>500</b>
------------------------------	------------

**GRADING SCALE**

<u>Points</u>	<u>Grade</u>
465-500	A
435-464	B
400-434	C

NOTE: Only two grades lower than a B are allowed in the graduate 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 Graduate Catalog, page 21)

**IX. CLASS ATTENDANCE AND ASSIGNMENTS:**

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

All assignments are due on the day so designated. Late assignments will result in lowering of points. Assignments are to be typed except for those indicated as handwritten in the syllabus. All assignments must reflect appropriate level of work and should be free of grammatical, typographical, and spelling errors.

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

**EDU 635****TENTATIVE CLASS SCHEDULE – FALL 2008 TRIMESTER**

<u>Week 1</u>	08-25	School setting activities
<u>Week 2</u>	09-01	School setting activities
<u>Week 3</u>	09-08	<b>SECONDARY Interns' Seminar on campus 5:55 – 9:46 - Kresge Room - Thomas Business Building</b>
<u>Week 4</u>	09-15	<b>ELEMENTARY Interns' Seminar on campus 5:55 – 9:46 – Kresge Room - Thomas Business Building</b>
<u>Week 5</u>	09-22	<b>SECONDARY Interns' Seminar on campus 5:55 – 9:46 - Kresge Room – Thomas Business Building</b>
<u>Week 6</u>	09-29	School setting activities

<u>Week 7</u>	10-06	<b>SECONDARY Interns’ Seminar on campus 5:55 – 9:46 - Kresge Room – Thomas Business Building</b>
<u>Week 8</u>	10-13	<b>ELEMENTARY Interns’ Seminar on campus 5:55 – 9:46 – Kresge Room – Thomas Business Building</b>
<u>Week 9</u>	10-20	School setting activities
<u>Week 10</u>	10-27	<b>ELEMENTARY Interns’ Seminar on campus 5:55 – 9:46 – Kresge Room – Thomas Business Building</b>
<u>Week 11</u>	11-03	School setting activities

**EDU 635  
Academic Year 2008-09  
Partial Requirements**

**ALL ASSIGNMENTS ARE TO BE TYPED UNLESS OTHERWISE NOTED.**

<b>Course Requirement</b>	<b>Fall Term</b>	<b>Winter Term</b>		<b>Status Yes/No Comments</b>
<b>Seminar Attendance (3 sessions)</b>	<b>1<sup>st</sup> Seminar 2<sup>nd</sup> Seminar 3<sup>rd</sup> Seminar</b>	<b>1<sup>st</sup> Seminar 2<sup>nd</sup> Seminar 3<sup>rd</sup> Seminar</b>		
<b>Weekly email Reflections</b>	<b>Each week Sunday night deadline</b>	<b>Each week Sunday night deadline</b>		
<b>Typed copy of your daily schedule (in detail)</b>	<b>Immediately following 1<sup>st</sup> seminar (if not before)</b>			
<b>Copy of your teaching contract</b>	<b>Due at registration</b>			
<b>Copy of your current teaching certificate</b>	<b>Due at registration</b>			
<b>Copy of your school district yearly calendar to your supervising professor</b>	<b>Due by 1<sup>st</sup> seminar (if not before)</b>			
<b>Typed description of your classroom arrangement and management plan</b>	<b>Due by 2<sup>nd</sup> seminar</b>			
<b>Log of all disciplinary problems and referrals</b>	<b>Checked during classroom visits</b>	<b>Checked during classroom visits</b>		
<b>Log of all parent conferences</b>	<b>Checked during classroom visits</b>	<b>Checked during classroom visits</b>		
<b>Continued,,,</b>				

Typed reviews of Wong & Wong assignments	Due at each fall trimester seminar except for 1 <sup>st</sup> meeting	Due at each winter trimester seminar		
Principal's evaluation of intern (form provide by WCU)		Due by final winter seminar		
Pre- & Post-test data		Due by second winter seminar		
Other assignments as determined by supervising professor				

NOTE: All assignments are to be emailed/mailed directly to the intern's supervising professor.

## 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*

*Educational Leadership*

*Reading Improvement*

*Mississippi Reading Journal*

*Phi Delta Kappan*

*TESOL Quarterly*

Other journals related to teaching areas are available.

Interesting websites to visit:

[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) (21<sup>st</sup> 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](http://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](http://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.writesite.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.ed.gov/pubs/survivalguide/index.html> (Great survival manual for new teachers)

<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.

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

Benjamin, A. (2003). *Differentiated instruction: A guide for elementary teachers*.  
Larchmont, NY: Eye on Education.

Brozo, G.B. & Simpson, M.L. (2003). *Readers, teachers, learners: Expanding literacy across the content areas*. Upper Saddle River, NJ: Merrill Prentice Hall

Carroll, J.A. & Witherspoon, T.L. (2002). *Linking technology and curriculum: Integrating the ISTE NETS standards into teaching and learning*. 2<sup>nd</sup> edition. Upper Saddle River, NJ: Merrill Prentice Hall.

Clark, R. (2003). *The essential 55*. New York: NY: Hyperion Books.

Cruikshank, D.R., Jenkins, D.B. & Metcalf, K.K. (2006). *The act of teaching*. Boston: McGraw Hill.

Cunningham, P.M. & Allington, R. L. (2003). *Classrooms that work: They can all read and write*, 3<sup>rd</sup> edition. Boston, MA: Allyn and Bacon.

Denton, P. & Kriete, R. (2000). *The first six weeks of school*. Turners Falls, MA: Northeast Foundation for Children.

DeBruyn, R. L. (2001). *The first 60 days of teaching*. Manhattan, KS: The MASTER Teacher, Inc.

Erikson, H.L. (2001). *Stirring the head, heart, and soul*. 2<sup>nd</sup> edition. Thousand Oaks, CA: Corwin Press, Inc.

Gregory, G.H. & Chapman, C. (2007). *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press, Inc.

- Gregory, G. H. (2005). *Differentiating instruction with style: Aligning teacher and learner intelligences for maximum achievement*. Thousand Oaks, CA: Corwin Press, Inc.
- Gronlund, N.E. (2004). *Writing instructional objectives for teaching and assessment*. 7<sup>th</sup> edition. Upper Saddle River, NJ: Pearson.
- Henley, M. (2006). *Classroom management: A proactive approach*. Upper Saddle River, NJ: Pearson Education, Inc.
- Hurst, B. & Reding, G. (2000). *Professionalism in teaching*. Upper Saddle River, NJ: Merrill.
- Jacobs, Heidi. (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: ASCD.
- Johnson, H. & Freedman, L. (2005). *Developing critical awareness at the middle level: Using texts as tools for critique and pleasure*. Newark, DE: International Reading Association.
- Kellough, R. D. & Roberts, P.L. (2002). *A resource guide for elementary school teaching: Planning for competence*. 5<sup>th</sup> edition. Upper Saddle River, NJ: Merrill Prentice Hall.
- Kniep-Martin, Giselle. (2005). *Becoming a Better Teacher: Eight Innovations That Work*. Columbus, OH: Pearson.
- Landau, B. M. (2004). *The art of classroom management: Building equitable learning communities*, 2<sup>nd</sup> edition. Upper Saddle River, NJ: Pearson.
- McNeil, John. (2005). *Contemporary Curriculum in Thought and Action*. Hoboken, NJ: John Wiley and Jossey-Bass.
- Mississippi Office of Attorney General (June, 2006). *School law primer for educators and school personnel*.
- Orlich, D.C., Harder, R. J., Callahan, R.C., Trevisan, M.S., & Brown, A. H. (2004) *Teaching strategies: A guide to effective instruction*. 7<sup>th</sup> edition. Boston, MA: Houghton Mifflin Company.
- Parkay, F. W. & Stanford, B. H. (2002). *Becoming a teacher*. Boston, MA: Allyn & Bacon.
- Payne, R.K. (2005). *A framework for understanding poverty*. Highlands, TX: aha!Process, Inc.
- Payne, R.K. (2002). *Understanding learning the how, the why, the what*. Highlands, TX: aha!Process, Inc.
- Roblyer, M.D. (2003). *Starting out on the Internet: A learning journey for teachers*. 2<sup>nd</sup> edition. Upper Saddle River, NJ: Merrill Prentice Hall.
- Routman, R. (2000). *Conversations*. Portsmouth, NH: Heinemann.

Sowell, Evelyn. (2005). *Curriculum: An Integrative Introduction*. Upper Saddle River, NJ: Pearson-Prentice Hall.

Sternberg, R.J., Torff, B., & Grigorenko, E.L. (1998). Teaching triarchically improves student achievement. *Journal of Educational Psychology*, 90(3), 374-384.

Taylor, C.S.& Nolen, S.B. (2005). *Classroom assessment: Supporting teaching and learning in real classrooms*. Upper Saddle River, NJ: Merrill Prentice Hall.

Tomlinson, C. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

University of California, New Teacher Center. (2004). *Foundations in Mentoring*. Santa Cruz, CA.

Wong, H. K., & Wong, R. T. (2005). *The first days of school*. Mountain View, CA: Harry K. Wong Publications.

Zemelman, S., Daniels, H.& Hyde. A. (1998). *Best practice: New standards for teaching and learning in America's schools*. Portsmouth, NH: Heinemann.

Zickafoose, S. & Zickafoose, L. (2002). *Stepping into my teacher shoes*. Bradenton, FL: Beyond Z, Inc.

**“Expect great things from God; attempt great things for God.”**

William Carey