

Student Teaching Seminar
 Fall 2011
 255:536:03
 3 Credits

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Phone Number: 732-932-7496 x8116	10 Seminar Pl Rm 240
Office Hours: Mondays 2-4	Prerequisites or other limitations: Admission to the graduate teacher certification program, completion of all preparatory coursework (preparatory coursework varies by program; student must confer with program adviser). Corequisite: 15:255:535.
Mode of Instruction: ¹ <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Course catalog description:

Examines actual internship situations, provides for specific application of strategies learned in prior coursework, and explores internship-related problems for individual research projects.

Other description of course purposes, context, methods, etc:

The Internship Seminar in Early Childhood/Elementary Education accompanies and supports the student teaching experience. The seminar has three main goals: (1) to provide a safe, supportive forum in which you can reflect on your internship and share your joys, accomplishments, frustrations, and questions; (2) to help you prepare for the job search process; (3) to consider specific strategies for building a caring, inclusive, rigorous learning environment that supports all children to learn, involves families, fosters students' social-emotional development, addresses the needs of children living in poverty, and helps identify technology applications that will boost instruction. Generally, class sessions will be comprised of group discussions about what is happening in your internships; a lesson reflection (see description below); and an activity, presentation, or discussion on the evening's topic. There will be several weeks when we have guest speakers or workshops from Career Services.

Learning goals

Teachers engage in activities to:

- Identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs.
- Plan instruction based on knowledge of classroom, school and community culture.
- Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts.
- Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals.
- Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives.
- Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice.
- Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

Teachers engage in activities to:

- Maintain a learning community, in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently.
- Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills.
- Create a positive classroom climate that is socially, emotionally and physically safe.
- Establish and maintain appropriate standards of behavior.
- Use instructional time effectively.
- Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

Teachers apply learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.

Readings: Readings available on SAKAI
Additional readings will come from Weinstein, C. *Classroom Organization*

Assignments and Grading Policy:

Online Portfolios (55%): There are elements three from this course that are required for your official GSE online portfolio (teacher/student/family reflection paper; lesson plan; unit plan). These documents will need to be submitted to me (usually via your dropbox), and also uploaded to your SAKAI portfolio site.

- **Resume and Coverletter (5%)**
- **One detailed lesson plan (20%) and a 2-3 paragraph reflection on the lesson (15%),** including what worked and why, what did not go so well and why, and ideas for what you would do differently in the future. This lesson can also be used from your videotaped lesson. This lessons can, but does not have to be, from the Unit Plan. This lesson plan must follow the GSE format. (Guidelines and rubric available in the portfolio folder in the resources section on SAKAI). **Must be uploaded one week after you implement the lesson or show the video clip.**
- **A detailed Unit Plan (20%) for a sequence of at least 5 lessons in a cohesive unit and a 1 page reflection on the unit.** The plan must be interdisciplinary (meaning it can be focused on one subject (i.e. science), but it must include at least one lesson that is from another subject area (i.e. literacy). You should also provide a 1 page reflection on the plan that includes what worked and why, what did not go so well and why, and ideas for what you would do differently in the future. (Guidelines and rubric available in the portfolio folder in the resources section on SAKAI) **Must be uploaded no later than November 25th**
- **Teacher/Student/Family Collaboration Paper (15%):** Working with families is a major part of the elementary school teacher's job. During your internship you will have opportunities to observe or participate in parent meetings. You will write a reflection paper of 3-5 pages on Teacher/Student Family Collaborations in which you participated in at either a "Back to School Night" or a "Parent/Teacher Conference" during your student internship. The paper should also draw upon readings, discussions, and activities regarding building family and community relationships from the Individual and Cultural Diversity course. Further directions for this paper are available in the portfolio folder in the resources section of SAKAI. **This paper should be uploaded two weeks after your participation in the teacher/student/family event.**
- **Classroom Organization Plan (Will have been completed and graded in 255:534)**

Student Teaching Journal (20%): Improving teaching is about reflecting and analyzing one's practice. You will keep a "participant observer log" of your student teaching experience. You are expected to write at least 2 entries per week about your internship experience. Each entry should be no less than $\frac{3}{4}$ of a page and no more than 2 typed pages. Keep all journal entries together in one document which you will then upload to your dropbox on SAKAI (only the instructor will have access). Your journal entries will be read and responded to by the instructor three times over the semester. At the end of the semester you are to look back over your entries and compile a summative statement of

what you have learned as a teacher, what continues to be your challenges, and some of the actions you intend to take to continue to expand your expertise.

Lesson Reflection (20%): You will share a video clip of a lesson, project, activity, etc. with the class that you carried out during the internship. The class will view your clip and provide feedback to help you extend your thinking about the lesson. The purpose of this presentation is for you to receive assistance from your fellow students and then use their feedback to reflect on and improve your teaching. For this assignment, videotape yourself teaching a 30-minute lesson and then select a 10-minute clip to share with the class. Think about what you would like to know from the class and create three questions for them to consider as they view the clip. Provide a handout that includes your lesson plan and the feedback questions. After you share your video, you will write a reflection that incorporates the responses of your fellow students.

As elementary or middle school teachers you will be expected to handle a variety of technologies often without a lot of training. Therefore, part of this assignment is to successfully present your clip to the class. **This means that you will be responsible for ensuring that you can play your clip with sound on your assigned day.** You may provide your own equipment or Rutgers can provide several options including a TV/DVD player, a computer and projector, or just a projector. You will need to determine what equipment you need, provide it yourself or make sure we have it available. We will need at least one week before your presentation to reserve any equipment you might need. You will not receive credit for this assignment if you cannot play the clip and you will lose points if the playing of the clip takes an excessive amount of time. For this assignment you must turn in a lesson plan, feedback questions, and lesson reflection. All components are due the week after you share your clip.

Class Participation (5%): You've taught all day and then driven to Rutgers. You're tired, you have lesson plans to do, and there's a big pile of papers to grade. It's easy to find a seat in the back and do the work that's more pressing. But seminar will succeed or fail according to the extent that students participate. Our interactions truly create this course. We expect you to be actively engaged in course discussions and activities and to be sensitive to other students' needs and concerns. We also expect you to bring the appropriate items to class (listed on the syllabus) to prompt and inform our discussions. Please note: At times, individuals will share information about the internship that is sensitive and potentially embarrassing. For this reason, comments made in class are to be considered confidential.

Evaluation of Written Products:

Completeness. All artifacts should be included and should conform to the expectations established for the assignment. (In other words, if the instructions say to include a 1-2 paragraph commentary, do so). If you are uncertain about the expectations, call, email, or meet with your instructor to clarify your understanding.

Evidence of understanding of course content. Your work should demonstrate that you understand the ideas presented in the class and that you are able to apply the ideas in your work as a teacher. (In other words, your cooperative learning activity should clearly exemplify individual accountability and positive interdependence etc.)

Evidence of professional habits of thinking and communication. Do you demonstrate the ability to reflect on your own practice? Does your personal statement demonstrate the capacity to support your ideas (or is it full of generalities like, “In my classroom, I will respect children,” without providing examples of how you will show respect)?

Technical accuracy. Do you know the difference between it’s and its? Are your artifacts well-written and free of mistakes or would you be embarrassed to have parents (and administrators) read them?

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Web site: (If any)

SCHEDULE OF CLASSES

September 1

TOPIC: Introductory activity; review of syllabus; sign up for curriculum presentation and snack; receive written words of wisdom from last year’s interns; creating an environment for development. Questions/topics you want to know more about.

September 8

TOPIC: Creating a Culture for Learning—Building relationships and creating a learning community in the classroom through improvisation and performance. (Professional Teaching Standards 8,iii; 9,I,1; 9,ii,1). Practice video lesson discussion.

Begin Journaling

Reading: Chapter 1 of Unscripted Learning

September 15

TOPIC: Creating a Culture for Learning (continued)--Developing curriculum that is responsive to students and families; Professional Teaching Standards 8,iii; 9,I, 1; 9,ii, 1)

ASSIGNMENT: Bring in 4 copies of a written artifact that demonstrates your effort (or your cooperating teacher’s effort) to involve and communicate with families (e.g., a welcoming letter, newsletter, interactive homework assignment, “happygram,” etc.)

Reading: Chapter 6 “Working with Families”

September 22

TOPIC: Differentiated Instruction (Standards 3,iii, 1; 4,I,4)

Strategies - Group Work/ Cooperative learning

ASSIGNMENT: If possible bring in a lesson plan that you believe uses cooperative learning to share with your group.

Reading: Tomlinson, Callahan, & Tomchin “Becoming architects of communities of learning”

Group A—Post Journal Entries

September 29

TOPIC: Special Education: Identifying when a child may need special services, strategies for documenting, assessing, and referring students. (Professional Teaching Standards 3iii, 4; 7i, 1-2 ii, iii, 1-4)

Reading: Brady “Section 505: Student Eligibility”
Murawski & Hughes “Response to Intervention”

Group B—Post Journal Entries

October 6

TOPIC: TBD.

Group C—Post Journal Entries

October 13

TOPIC: Working with your ELL students

Reading: Weinstein, Tomlinson-Clarke, & Curran, M. (2004). Toward a conception of culturally responsive classroom management.

Curran, M. E. (2003). Linguistic diversity and classroom management. *Theory into Practice*, 42(4), 334-341.

October 20

TOPIC: Drafting the Resume statements

Assignment: Bring in 3 copies of your resume for peer feedback

Group A—Post Journal Entries

October 27

Resume Writing

Group B—Post Journal Entries

November 3

NO CLASS MEETING—NJEA TEACHERS’ CONVENTION

Group C—Post Journal Entries

November 10

TOPIC: Mock interviews

Group A - Post Journal Entries

November 17

TOPIC: Outside the Box Approaches (TED VIDEO)

Group B—Post Journal Entries

November 24

NO CLASS MEETING--THANKSGIVING

December 1

TBD

Group C—Post Journal Entries

December 8

TOPIC: First year teachers share all--how they got their jobs, what the first year is like, etc.

December 15

TOPIC: Reflections on the internship; sharing portfolios; writing words of wisdom for next year's interns; end of semester celebration (Standards 10.ii,2)

Assignment: Finish portfolios; bring something for our celebration

Finish off journal reflections and include in your portfolio

Portfolios due