

Internship Seminar: Early Childhood/Elementary Education
255:536 Section 06
Fall 2011, Thursdays, 4:30-7:30
Murray 211

INSTRUCTOR:

Kedra Gamble

knjgamble@gmail.com

Phone: 973-489-3299

Office Hours: By appointment only

GOALS OF THE COURSE

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 involves families, fosters students' social-emotional development, and addresses the needs of children with diverse needs. 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.

READINGS: Readings available on SAKAI

Additional readings will come from Weinstein, C. *Classroom Organization*

REQUIREMENTS

Online Portfolios (60%): There are elements 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. Directions for uploading documents for your official online portfolio are available at <https://sakai.rutgers.edu/portal/site/9c48fb03-ec35-42e4-b1b2-b02be8ff8e91>

- **Resume and Coverletter (5%)**

- **One detailed lesson plan (15%) and a 2-3 paragraph reflection on the lesson (15%), (REQUIRED FOR LATE PHASE OF ONLINE PORTFOLIO)** 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. (REQUIRED FOR LATE PHASE OF ONLINE PORTFOLIO)** 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%): (REQUIRED FOR MIDDLE PHASE OF ONLINE PORTFOLIO)** 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 (or a sub-section of 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. **Send me the questions that you want them to consider no later than Wednesday morning.** Provide a handout for the group 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.

Written work will be evaluated in terms of the following criteria:

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?

ATTENDANCE

If your cooperating teacher or the principal asks you to participate in a school event on a Thursday you should check with me about missing class. Beyond that, you are allowed one absence, which we will assume are for good reasons. Beyond that, your final grade will be reduced as indicated: 2 absences--reduction of 1/2 grade; 3 absences--reduction of full grade; 4 absences--failing grade in course.

STATEMENT ON ACADEMIC INTEGRITY

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.

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.

Begin Journaling (if your school is not yet in session, write about your experiences leading up to the first day of school)

September 15

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

Reading: Chapter 1 of Unscripted Learning

September 22

TOPIC: Creating a Culture for Learning (continued)—Working with families, caregivers and teh community. Developing curriculum that is responsive to students and families; Professional Teaching Standards 8,iii; 9,I, 1; 9,ii, 1) Practice video lesson discussion.

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

Reading: Chapter 6 “Working with Families”

Luis Moll

September 29

TOPIC: Cooperative Learning (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”

Begin Video Reflections

Group A—Post Journal Entries

October 6

TOPIC: Differentiating instruction by content, instruction, and product. If available bring in examples of differentiated lessons from your classroom. Anecdotal Record Keeping

Assignment: Choose a child in your class who you are concerned about. Over the next two weeks collect documentation on that student including anecdotal notes, student work (including writing samples, tests, homework, seatwork), conversations about the child with other adults. At least once during the three weeks, observe the child outside of your classroom (i.e. playground, “special”)

Video Reflections

Group B—Post Journal Entries

October 13

TOPIC: Special Education: Identifying when a child may need special services, strategies for 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”

Video Reflections

Group C—Post Journal Entries

October 20

Class meets at 5pm; College Ave Student Center Room CAC

Resume Writing

October 27

Topic: Documenting and assessing student learning.

Bring in the documentation you have collected on the student in your class.

Video Reflection

Group A—Post Journal Entries

November 3

Follow-up on resume writing: Bring in 3 copies of your revised resume

Video Reflection

Group B—Post Journal Entries

November 10

CLASS MEETS AT 5PM College Ave Student Center Room CAC

TOPIC: Mock interviews

Group C—Post Journal Entries

November 17

Group A - Post Journal Entries

November 22

TOPIC: Outside the Box Approaches (TED VIDEO)

Group B—Post Journal Entries

December 1

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.

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

TBD

December 22

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 including final weeks of journaling and a journal reflection

SIGN UP FOR SNACK (only put a second person down when all the dates are filled)

9/8

9/15

9/22

9/29

10/6

10/13

10/20

10/27

11/3

11/17

11/22

12/1

12/8

12/15

SIGN UP FOR ROOM SET UP AND STRIKE (AT LEAST TWO PEOPLE PER WEEK—YOU MUST SIGN UP FOR TWO WEEKS)

THE CHAIRS SHOULD BE MOVED INTO A CIRCLE BEFORE CLASS BEGINS AND THEN RETURNED TO ROWS AT THE END OF CLASS

9/8

9/15

9/22

9/29

10/6

10/13

10/20

10/27

11/3

11/17

11/22

12/1

12/8

12/15