

Teaching Internship Seminar
15:255:536:08
Fall 2011

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Seminar Time: Thursdays, 4:30-7:30
Location: Murray, Room 115

Course Objectives:

The primary goal of this Teaching Internship Seminar is to provide you with the opportunities to think analytically about your teaching in order for you to understand what it means to be a reflective practitioner. A good portion of our classroom time will be spent reading about and discussing teaching issues that you encounter and grapple with on a daily basis. The format for our discussions will vary, but our goal will always be the same – to explore positive practices and current research that lead to enhanced student learning and to your success.

Another goal for the Internship Seminar is to provide the venue for preparing your Professional Portfolio. Since lesson and unit planning, and parent-teacher communications will be integral topics for our discussions, they will provide the necessary fodder for building your portfolios.

Course Requirements:

All of the requirements for this course are designed to be useful to you not only as a teacher intern but also as an imminent candidate for a permanent teaching position. The portfolio components should also be considered as dynamic documents to be revised and used during the interview process.

Assignments:

1. & 2. Lesson Plan and Unit Plan (30% each)

Thoughtful, purposeful planning is the avenue to successful lessons that promote student learning. It includes a deep understanding of content and pedagogy as well as a sincere understanding of students and their developmental stages. It reflects how these understandings are transformed and sequenced into worthwhile learning goals, exercises, and activities that promote coherent instruction.

For these assignments you will create a Lesson Plan and a Unit Plan, using the directions and rubrics included in your Professional Portfolio requirement. The Lesson Plan is due **October 6**, and the Unit Plan is due **November 3**. Each will count as 30% of your grade for this class with the following rubrics delineations:

Lesson Plan

41-45 points = A+
36-40 points = A
30-35 points = B
25-29 points = C } Resubmit
Lower than 25 = D } on Sakai.

Unit Plan

35-39 points = A+
30-34 points = A
25-29 points = B
20-24 points = C } Resubmit
Lower than 20 = D } on Sakai.

3. Parent-Teacher Reflection (30%)

“It takes a village to raise a child.” This African proverb reminds us of the importance of enlisting the participation of students’ families as well as the community in the educational process. Some of the procedures for communicating with families are inherent in a school district’s policies, like “back-to-school” nights. Others will be developed by the individual teacher or by the department.

For this assignment, you will write a Parent-Teacher Reflection paper, using the directions and the rubric included in your Professional Portfolio requirement. It is due **December 1** and counts for 30% of your grade for this class. It will be graded using these portfolio rubric delineations:

19-21 points = A+
16-18 points = A
13-15 points = B
10-12 points = C } Resubmit
Lower than 10 = D } on Sakai.

4. Participation (10%)

Just as you expect your students to engage actively in class by sharing their ideas and listening attentively to one another, the same is expected of you during our discussions. During our interactions, please remember that we are here to support, encourage, and help each other. It is also important to note that the sensitive information that is shared about your student teaching is to be considered confidential.

Attendance:

Because you will have occasion to attend school functions on a Thursday evening or because you may have another good reason for missing class, you are allowed two absences without consequences. Beyond that, your final grade will be reduced as indicated :

3 absences - 12 points

4 absences - 16 points

5 or more absences – failing grade for course

English Teaching Internship Seminar
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Professional Teaching Standards Reflected in Assignments and Assessments:

Lesson Plans & Unit Plans - Standard 1 – i, 1,2,3; iii, 1,2,3
Standard 2 – i, 1,2,3; ii, 2,4,5
Standard 3 – ii,1,2; iii, 4
Standard 4 – i,1; iii, 1,4,5,6
Standard 5 – iii, 4
Standard 7 – iii, 4

Parent-Teacher Reflection – Standard 2 – i, 2
Standard 3 – iii, 2
Standard 9 – i, 1,2,3
ii, 1,2
iii, 1,2

Teaching Issues, Readings, Discussions - Standard 6 – All
Standard 9 – i, 3; ii, 2&3, iii, 2
Standard 10 – ii, 3

**Class Focus – Teaching Internship Seminar
Fall 2011**

DATE OF CLASS	FOCUS
September 1	Introductions, Course Requirements, Teaching Influences
September 8	Cheryl Mclean, Teaching Influences, Teaching Issue – Setting Up Classroom Routines (Readings and Discussions)
September 15	Teaching Issue – Classroom Management (Readings and Discussions)
September 22	Working class to develop portfolio lesson plans
September 29	Teaching Issue – Coping with a Sense of Failure (Readings and Discussions)
October 6	Teaching Issue – Questioning Strategies and Leading a Classroom Discussion (Readings and Discussions) Lesson Plans due.
October 13	Sharing of Lesson Plans
October 20	Resume Writing for Teaching Jobs (5:00-6:30) Place - TBA
October 27	Teaching Issue – Parent/Teacher Communications (Readings and Discussions) Working class to develop Parent-Teacher Reflection paper
November 3	Teaching Issue – TBA Unit Plans due.
November 10	Mock Interviews (5:00-6:30) Place - TBA
November 17	Teaching Issues – a gathering of thoughts, possibilities, and implications
December 1	New Teachers, Resumes, Cover Letters, Portfolios Parent/Teacher Reflection Paper due.
December 8	Review resumes, cover letters
December 15	“Having Our Say”, Evaluations