

**Teaching Internship Seminar – Mathematics, Fall 2011**  
**15:255:536 section 09**  
**Hardenbergh Hall A2**

**Norine Seiden**  
[dnseiden@comcast.net](mailto:dnseiden@comcast.net)  
732-257-3243

*“The secret of education is respecting the pupil” – Ralph Waldo Emerson*

*If you want to be a good teacher, you need to get comfortable with silence*

**Course Objectives**

The primary goal of the Teaching Internship Seminar is to provide you with the opportunity to examine and analyze actual internship situations in your process of becoming a reflective practitioner. Therefore, most of our classroom time will be spent discussing teaching issues that you encounter and grapple with on a daily basis (e.g. classroom management, effective questioning strategies, assessment, etc.). These discussions will provide for specific application of strategies learned in prior course work, as well as the exploration of positive practices and current research that lead to enhanced student learning and to your success.

**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 a candidate for a permanent teaching position. Therefore, as part of this seminar you are required to upload your assignments to your e-portfolio in Sakai, which will help you develop your professional portfolio.

**Classroom management plan** (15pts): For the first assignment you will create and upload a classroom organization and management plan. This course requirement has two parts.

1. Create a classroom management plan for your own classroom (approximate length 6-8 pages, typed, double-spaced, 12 point font). Indicate for which grade this management plan is intended. Reflect on what you have read and learned in your courses and on your experiences during your internship. Then develop a plan that addresses the following questions:

- What are the goal(s) of your classroom management plan? (This goal statement should serve as an introduction to your plan and should be approximately 1-2 paragraphs. The rest of the plan should be consistent with this statement.)
- What will you do, starting on the very first day, to create a sense of community and caring?
- What specific rules will guide classroom behavior? Describe the process you will use to develop and teach these rules to your students (i.e., Will you develop them yourself, or will you generate them with students? Will you distribute or post them in writing?)

- What will you do if students violate classroom rules? Be sure to discuss strategies for minor misbehavior (e.g., chatting, staring into space, and calling out) as well as strategies for more serious misbehavior. What principles underlie your choice of strategies?
- What procedures or routines will you establish for (1) checking/collecting homework, (2) going to the restroom, (3) taking attendance, and (4) keeping track of work for absent students?

Note: Your management plan should demonstrate your understanding of sound, generally accepted management goals, principles, concepts, and strategies that are also culturally responsive (In other words, you should avoid adopting strategies that cause public humiliation to students, that erode positive student-teacher relationships, or that foster compliance rather than self-regulation.)

2. Definition and expectations of appropriate behavior are culturally influenced; managing today's diverse classrooms requires teachers to be culturally responsive classroom managers. It is important that you recognize potential biases and implicit values you may express. Demonstrate your understanding of culturally responsive classroom management (CRCM) by completing the following tasks (approximately 2 pages):

- Draw upon readings and class discussions to discuss two specific examples of the kinds of conflicts that can occur in classrooms when there is a cultural gap between teachers and students and when teachers ignore students' cultural backgrounds. (1 page)
- Discuss three ways you can work to enact culturally responsive classroom management in your classroom. For example, you might discuss how would be culturally responsive when working with parents, communicating with students, establishing your expectations, and/or designing the physical environment of the classroom.

Upon completion of your classroom management plan you will be asked to address the following two questions:

- What are two key strengths of your management plan?
- How will you know if your plan is successful or requires modification?

**Unit plan** (15pts.): As a second assignment, you will create and upload a unit plan in your area of expertise/interest. Your unit plan should provide the specific information requested below.

1. Title of the Unit.
2. NJ Core Curriculum Content Standards addressed in the unit. Do not simply list the standard number, for example, 5.5. Instead, list the complete standard. For example, you might list:

*STANDARD 5.5 (Characteristics of Life) All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life.*

3. Length of the Unit (days and periods).
4. Identify Resources needed. List the equipment, texts, and materials including community and family resources that you plan to use in the unit where appropriate.
5. Describe what students should know and have done before the start of the unit.
6. Describe the goals of the unit and its relationship to other units.
7. Identify the most important ideas in the unit in terms of the subject matter. Describe them in detail. Identify any cross-curricular links that might be appropriate.
8. Provide the sequences of lessons and their titles. Note the objectives for each specific lesson.
9. How is the content of the unit relevant to the students' lives? Be mindful of the diversity of the members of the society.
10. What difficulties might students experience with the content of the unit?
11. Modifications for different learners: Describe alternative instructional strategies for diverse learners (i.e. ELL students, student with disabilities, gifted students, minorities) such as the use of multi-sensory teaching approaches, use of instructional technologies, accommodations for test taking (e.g., extended time), advance organizers, peer tutoring and cooperative learning activities.
12. Describe your final assessment. How are the assessments you plan to use (including assessments you might include in specific lessons) linked to the goals of the unit?

Upon completion of the unit plan, you will be asked to address the following two questions:

- What are the two best features of your unit plan?
- What was the hardest part of creating the unit plan?

**Lesson plan** (15pts): As a third assignment, you will create and upload a lesson plan in your area of expertise/interest. Your lesson plan should provide the specific information requested below.

1. Title of the Lesson.

2. NJ Core Curriculum Content Standards addressed in the lesson. Do not simply list the standard number, for example, 5.5. Instead, list the complete standard. For example, you might list:

STANDARD 5.5 (*Characteristics of Life*) *All students will gain an understanding of the structure, characteristics, and basic needs of organisms and will investigate the diversity of life.*

3. Identify Resources needed. Group them into teacher use and student use (where appropriate, identify texts, equipment, media, family or community resources to be used in the lesson).
4. Describe what students should know before they start the lesson
5. State the objectives of the lesson.
6. Identify important ideas in terms the subject area - describe in detail. Real life connections (make a list).
7. Describe potential difficulties students may experience with the content. Describe all formative assessments that you plan to use and how you will provide feedback (e.g. if these are problems - include solutions). Indicate what compensatory activities you will use for those students who lack prerequisite knowledge.
8. Provide a description of the lesson including an agenda for the lesson (What is going to happen, what you will say, what questions you will ask, what students will do, all handouts that you plan to give to the students). Choose activities that are best for the content of the lesson. Make sure you describe how you will start the lesson and how you will end it (to capture students' attention and to have some sort of closure). Show how you meet the objectives of the lesson.
9. Time Table who is going to be doing what and when during the lesson to make sure that students are actively engaged. For instance

Time during the lesson	Name of activity	Student doing	Me doing
0-6 minutes	Homework Quiz	Writing	Checking equipment for the activity

10. Describe the modifications you will make for different learners:

- (a) Describe alternative instructional strategies for diverse learners such as the use of multi-sensory teaching approaches, use of instructional technologies, advance organizers, and cooperative learning activities.
- (b) Describe modifications for bilingual students.

11. Describe the homework you will assign. What guidance will you provide the students?

Upon completion of the lesson plan you will be asked to address the following three questions:

- *Knowledge of Subject Matter*: How does your lesson plan illustrate your knowledge of the subject matter you will teach?
- *Pedagogy*: Briefly explain how your lesson plan illustrates your pedagogical knowledge.
- *Learners and Learning Environments*: Briefly explain how your lesson plan illustrates your knowledge of how to accommodate diverse learners and those with special needs.

**Parent/Guardian-Teacher Reflection paper (15pts)**: For your last assignment, you should observe and, if possible, participate in teacher/student family interactions and activities. For example, you can observe and participate in parent-guardian-teacher conferences, Back-to-School night, informal interactions with parents, and materials disseminated to parents/guardians (such as materials regarding curriculum given to parents at Back-to School night and announcements or letters sent home to parents/guardians). Your reflection paper will have two foci.

1. You will critically reflect upon your various observations during your internship. In this part of the paper, you are to draw upon the observations to identify:
  - Teacher effectiveness in obtaining information to enhance student learning;
  - Family or community strengths;
  - Strategies you or your cooperating teacher used for effective communication with parents;
  - How cooperative relationships were developed;
  - Resources to enhance student learning; and
  - How parent/guardian-teacher relationships could be improved.
2. In the second part of the paper, you will specify your personal philosophy for building relationships with students, parents, guardians, and families and the community. Specifically, you should discuss the kinds of activities you will plan to build cooperative relationships with parents, guardians, families, and agencies in your future teaching positions and how your knowledge about students, families and communities will be incorporated in your future teaching.

In both parts of the paper, you should make connections between the observations and the theory you have studied in your GSE course work.

### **Professionalism/ Participation (40pts)**

As an educator, you will be expected to conduct yourself in a professional manner. You are expected to attend and to be punctual to all class sessions. You are expected to be prepared to actively participate in all class discussions. You are expected to submit all written work on or before the scheduled due date. You will also submit additional requested information on or before the date requested. These may include but are not limited to: Share a Good Idea, questions for interviews, reflection papers, course evaluation(s).

This is a seminar. This means you are expected to engage actively in class by listening attentively to one another and sharing your ideas. During our interactions, please remember that we are all here to support, encourage, and help each other and that the sensitive information that is shared about your teaching internship is to be considered confidential.

Classroom contributions will be assessed by the instructor.

## **Preliminary Class Schedule of Discussion Topics**

Sept. 1	Introductions; Course Description/Requirements Making a good first impression
Sept. 8	No Class (Monday classes)
Sept. 15	Classroom Management/Organization
Sept. 22	Lesson Planning/Unit Planning Motivation/student apathy <b>Classroom Management Plan due</b>
Sept. 29	No Class – Rosh Hashanah
Oct. 6	Classroom Management/Discipline Lesson Planning
Oct. 13	Activities to enhance student learning <b>Lesson Plan due</b>
Oct. 20	GSE Resume Writing Workshop
Oct. 27	First Year Teachers/Job Search Time Management
Nov, 3	First Year Teachers/Job Search Communication with parents/guardians
Nov. 10`	GSE Mock Interview Workshop <b>Unit Plan due</b>
Nov. 17	Assessment/Questioning Differentiating Instruction
Nov. 22(Tues.)	Professionalism
Dec. 1	Mock Interviews <b>Parent/Guardian-Teacher Reflection Paper due</b>
Dec 8	Debrief resume writing and mock interviews
Dec. 15,22	Course evaluation

**Share a Good Idea will occur during each class session. Schedule to follow.**