

Internship Seminar
(15:255:536)
3 Credits



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Office Hours: <i>7:30 pm Monday</i>	Prerequisites or other limitations: <i>Corequisite: 15:255:535</i>
Mode of Instruction: ¹ ___ Lecture _X_ Seminar ___ Hybrid ___ Online ___ Other	Permission required: ___ No _X_ Yes Directions about where to get permission numbers: Admission to the graduate teacher certification program, completion of all preparatory course work (preparatory course work varies by program; student must confer with program adviser). Corequisite: 15:255:535

Learning goals²

Students will meet selected standards adapted from the New Jersey Department of Education’s New Jersey Professional Standards for Teachers and School Leaders during the teacher internship experience.

1. Students shall understand the practice of culturally responsive teaching.
2. Students shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.
3. Students shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.
4. Students shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
5. Students shall adapt and modify instruction to accommodate the special learning needs of all students.
6. Students shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being.

Course catalog description:

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

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

The student intern often finds her or himself in a setting that is challenging both professionally and personally. This seminar is intended to provide support for you during your teaching experience from both peers and the faculty member. The internship seminar will also offer an

¹ Check 1:

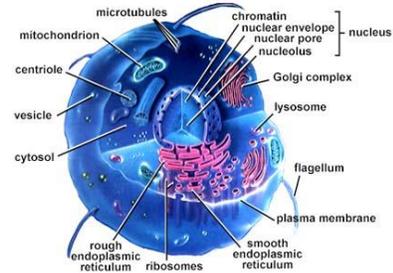
² These can be TEAC claims or objectives from other sources.

opportunity for the intern to reflect on the experience of teaching. The format of the class will involve discussion, activities and readings. Therefore, participation is essential.

Grading policy:

- Attendance and Participation 20%
- *Lesson Plan 20%
- *Unit Plan 20%
- *Parent/Guardian- Teacher Reflection 20%
- Self-Assessment/ Final Reflection Paper 20%

*Submit to Sakai Teacher Education Portfolio Site- Middle Phase. Submission of the appropriate artifacts is critical for successful completion of the course and degree program.



Academic Integrity:

Please refer to the Policy on Academic Integrity for Undergraduate and Graduate Students at <http://academicintegrity.rutgers.edu>. I will follow the policy strictly.

The University Code of Student Conduct can be accessed at:

<http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>

For information on the academic integrity policy, please go to:

<http://academicintegrity.rutgers.edu/integrity.shtml#I>

A multimedia presentation on plagiarism can be found at:

<http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog. For any and all assignments and class activities, including in-class quizzes, take-home quizzes, tests, papers, field projects, PowerPoints, and any other class related work, no copying of any kind is allowed, unless copied text is placed within quotations and author/source is appropriately cited. Clear evidence of extensive plagiarism will likely result in a grade of F for the assignment AND course.

Tentative Course Schedule

This is a tentative schedule, therefore, activities, topics, and articles may be changed to reflect the needs of the class.

Week 1

Topics:

- Course introductions and expectations.
- Classroom Evaluations
- Communicating with teachers, parents and administrators

Activities:

- Develop an effective communication plan.
- Make the most of classroom observations.

Week 2

Topics:

Professional development
Professional organizations

Activities:

Analyzing a professional development event.
Discussion of journal reflection.

Week 3

Topics:

Subject Matter Knowledge
Teacher as Researcher

Activities:

Evaluate teaching resources and curriculum materials for completeness, accuracy and usefulness.

Articles:

Moore, R., Froehle, A.M., Kiernan, J., and Greenwald, B. (2006). **How Biology Students in Minnesota View Evolution, the Teaching of Evolution & the Evolution-Creationism Controversy.** *The American Biology Teacher*, 68(5) e35–e42

Week 4

Topics:

Human Growth and Development
Diverse Learners

Activities:

Assess cultural differences in the classroom.
Design a learning community in which individual differences are respected.
Journal reflection

Articles:

Jonhson, C.C., Kahle, J.B., Fargo, J.D. (2007) **Effective teaching results in increased science achievement for all students.** *Science Education*, 91 (3), 371-383.

Week 5

Topics:

Lesson Plans

Activities:

Students will present and evaluate lesson plans.

Week 6

Topics:

Unit Plans

Activities:

Students will present and evaluate unit plans.
Journal reflection

Articles:

Duncan, R. G., & Reiser, B. J. (2007). Reasoning Across Ontologically Distinct Levels: Students' Understandings of Molecular Genetics. *Journal of Research in Science Teaching*. 44 (7), 938-959

Week 7**Topics:**

Unit Plans (Continued)

Week 8**Topics:**

Special Needs

IEP

Accommodation

Modification

Activities:

Adapt lesson for special needs.

Journal reflection focusing on special needs learner in your placement.

Week 9**Topics:**

Classroom Management

Activities:

Journal reflection.

Suggested Reading: Wong, H.K. & Wong, R.T. (1998) The first days of school: How to be an effective teacher.

Week 10**Topics:**

Laboratory Activities

Articles:

Carr, E.A. and A.K. Vershon. (2006). An Integrated Molecular Biology Project for High School Students. *The American Biology Teacher*. 68(8) pp. e108–e113.

Week 11**Topics:**

Laboratory Activities

Activities:

Analyze a laboratory activity, including all methods and materials required.

Week 12

Assessment

Due: Parent/Guardian Reflection Paper.

Week 13

Topics:

Assessment

Activities:

Develop a rubric.

Evaluate an assessment.

Journal reflection.

Articles:

Busching, B. (1998). Grading Inquiry Projects. *New Directions for Teaching and Learning*, 74, 89-96.

Wright, A.W. (2001) The ABCs of Assessment. *The Science Teacher*, 68 (7), 60-64.

Week 14

Topic: Finding employment!

Due: Final Unit Plan and Lesson Plan

Week 15

Topics:

Professional Portfolio (Resume, Philosophy of Education, Letters of Recommendation)

Mock Interviews

Due: Self-Assessment/Reflection Paper