

Teaching Internship Seminar (World Languages/ESL)

15:255:536:02 (section)

Wednesdays, 4.50 – 7.30pm

3 Credits

Instructor: Rosanne Zeppieri	Rosanne.zeppieri@gmail.com
Phone Number 732 642 7553	
Office Hours: by appointment	Prerequisite: Admission to Language Education Program and OPI/WPT scores for teachers
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact Dr. Curran at mary.curran@gse.rutgers.edu

Learning goals

This internship seminar accompanies and supports the student teaching experience. The course goals are to provide the opportunity for reflection, critique, and discussion about the application of various aspects of teaching in the classroom (for example, planning a lesson, creating materials, managing small and large group learning activities, integrating technology, and meeting academic standards). We will also focus on preparation for the job search process.

This course meets the following New Jersey Professional Teaching Standards:

- 1) Standard One: Subject Matter Knowledge;
- 2) Standard Two: Human Growth and Development
- 3) Standard Three: Diverse Learners
- 4) Standard Four: Instructional Planning and Strategies
- 5) Standard Five: Assessment
- 6) Standard Six: Learning Environment
- 7) Standard Seven: Special Needs
- 8) Standard Eight: Communication
- 9) Standard Nine: Collaboration and Partnerships
- 10) Standard Ten: Professional Development
- 11) Standard Eleven: Professional Responsibility

(<http://www.state.nj.us/education/profdev/profstand/standards.pdf>)

Course catalogue description

Full-time internship in approved schools under the supervision of university faculty and classroom teachers. Full time is defined as an assignment of responsibilities for a full school day for 15 weeks.

Class materials:

You do not need to purchase a text for this course. I will be providing articles either in class or on-line through Sakai. In addition, the products on the syllabus that you are asked to bring to the class will serve

as course texts so it is important that you bring the required items to each class.

Course Assignments and Activities

Participation (30%)

We will all make our own choices as teachers. Our “classroom space” will be where we can explore and try out our ideas. In sharing the different possibilities we can teach and learn from each other. We are all expected to attend each class and come prepared with the items listed on the syllabus that will prompt our discussions. Please refrain from using cell phones during class. Attendance is especially important in this course as it is designed to support and monitor your student teaching experience. Please contact me in advance if you anticipate missing class to provide you with an alternative assignment.

If a “Back to School Night” is scheduled during one of our class sessions, you will need to talk to me to design a make-up project. Because we share information from the field among ourselves, please remember that comments made in class are to be considered confidential. Participation also includes timely delivery of assignments. Late assignments and unexcused absences will result in a lowered grade for the course.

Dialogue Journal (20%)

As part of your student teaching experience you are to keep a journal where you can reflect on your daily school experiences. You will be uploading your journal entries weekly on Sakai, on the Monday prior to our class meeting. I am expecting at least 2 entries per week. You are also required to bring a hard copy of your journal to class every week. We will be using this as material for our warm-up discussions. Please make sure that you have them ready. **Due: weekly.**

As part of your entries, you need to reflect on the evaluations received in the field, by both your cooperating teacher and your supervisor. **Due: Please make sure that you provide a copy of every evaluation to me as soon as you receive them.**

Portfolios (30%)

You will create a professional portfolio for use in the job market. The portfolio will include, at a minimum, (1) a language teaching philosophy, (2) lesson plan, (3) thematic unit, (4) parent-teacher Reflection and (5) resume. *Items 2-4 are requirements for both this class and the GSE Teaching Portfolio.* These items must be uploaded to your Sakai website. Please consider including additional items, such as materials you create, your reflection paper, your language learning memoir, etc. Due dates for portfolio items are listed in the syllabus.

Reflective Paper (20%)

Take some time to reflect on your experiences as a student teacher this past semester. First, *briefly* describe the setting and your responsibilities. (This should not be the main focus of the paper; it is only to provide the background for your experiences.) Then, discuss this semester’s rewards and challenges. Questions to consider as you write: How did this experience surprise you? In what ways did you feel well prepared? What do you see as your strengths and weaknesses? In what ways do you think you need to work to prepare yourself for full-time teaching next fall? Has this experience changed the way you think about teaching? If so, how? Minimum five pages, due on **December 12.**

Summary of assignments and grades

Assignment	Due Date	Grade Weight
Participation	Weekly	30%
Dialogue Journal + Evaluation	Weekly / when received	20%
Portfolio		30%
-Lesson Plan		
-Resume		
-Thematic Unit		
-Parent-Guardian/Teacher reflection		
Reflective Paper		20%

Internship Seminar in Language Education

Grading Scale

95-100	A
90-95	B+
85-89	B
80-84	C+
75-79	C

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Course Schedule (Tentative)

Week and Date	Guiding Topic	Ongoing Assignments due	Guest Speakers
Week 1 Sept 5	Introduction		
Week 2 Sept 12	Meaningful and authentic interactions in the WL classroom	Discussion topic: Bring an example of an ESL or World Languages activity that engages students in meaningful, authentic interaction in the target language. Be ready to present to the class and to discuss your rationale behind the design of the activity. Due: Sept 9: Dialog Journal 1	
Week 3 Sept 19	Classroom Management	Discussion Topic: Bring in a one-page document describing your (and your cooperating teacher's)	Panelists: TBA

		<p>classroom management plan.</p> <p>Due: Sept 16: Dialog Journal 2</p>	
<p>Week 4 Sept 25</p>	<p>Lesson Planning I</p>	<p>Discussion Topic:</p> <p>1) Bring a sample lesson plan from your internship site. Be prepared to present it to the group and discuss how it supports the ESL or WL standards, integrates the teaching of culture, and reflect on the implementation of this lesson.</p> <p>2) Research a lesson plan from the Internet. Be ready to critique it in class and to share it with your colleagues.</p> <p>Due: Dialogue Journal 3 due on Sept. 23</p>	
<p>Week 5 Oct 3</p>	<p>Inclusive Learning Environments I</p>	<p>Discussion topic: Bring a draft of a lesson plan you will upload to your portfolio. Be prepared to share it with the class for critique and feedback.</p> <p>Due: Dialogue Journal 4 due on Sept 30</p>	<p>Guest speaker TBA</p>
<p>Week 6 Oct 10</p>	<p>Inclusive Learning Environments II Lesson Planning II</p>	<p>Discussion topic: Bring photos of how you've prepared your classroom to be a comfortable and stimulating learning environment that encourages language learning. These photos can become part of your portfolio if you are careful to not take pictures of students' faces.</p> <p>How are you differentiating instruction for students with special needs? (Interview preparation)</p> <p>Due: Lesson Plan upload on Sakai by October 10 at midnight.</p>	

<p>Week 7 October 17</p>	<p>Career Services Workshop for GSE Teaching Interns</p>	<p>Bring a draft of your resume with you to class.</p> <p>Meet on Thursday October 17 at 5pm: Elementary Ed.: Rutgers Student Center MPR A</p> <p>Secondary Ed.: Rutgers Student Center MPR B</p>	<p>Career Services Workshop: Resume Writing</p>
<p>Week 8 October 24</p>	<p>Thematic Unit Workshop</p>	<p>Discussion Topic: Bring a draft of your thematic unit (4 copies)</p> <p>Due: Resume Due: Dialogue Journal 5, due October 21</p>	
<p>Week 9 Oct 31</p>	<p>Thematic Unit Presentations</p>	<p>Discussion Topic: You will present your thematic unit to the class (ppt ok)</p>	
<p>Week 10 Nov 7</p>	<p>Students' Families and Communities</p>	<p>Discussion Topic: Bring an article from a local paper in your school's community and be prepared to discuss its relevance to your teaching and your students' learning. Be prepared to talk about how you teach to ensure the achievement of all students, given their language and cultural backgrounds, SES, gender, etc. (preparation for professional interviews).</p> <p>We will discuss Parent-Guardian/Teacher relationships. Bring a draft of your reflection paper on this topic.</p> <p>Due: Thematic Unit, upload on Sakai by Nov. 17 at midnight</p>	<p>Guest Speaker TBA</p>
<p>Week 11 Nov 14</p>	<p>Career Services Workshop for GSE Teaching Interns</p>	<p>Bring your resume.</p> <p>The job hunt. Mock interview sessions. The mock interview program consists of two simultaneous sessions, one for</p>	

		<p>elementary/middle school, the other high school. In each session, three school administrators conduct practice interviews in front of the audience. The interviewees are from the audience of teaching intern students.</p> <p>Meet at 5pm on Thursday, November 14.</p> <p>Elementary Ed: Raritan River Lounge, SAC Secondary Ed: Busch Campus Center, Center Hall.</p>	
<p>Week 12 Nov 21</p>	<p>Creating and Sharing Materials</p>	<p>Discussion topic: Bring examples of materials you and your cooperating teacher created. Be prepared to discuss and share them in class.</p> <p>Bring examples of ways you are incorporating technology that allow students to create original content.</p> <p>Due: Dialogue journal 6, due Nov. 21</p>	
<p>Week 13 ***Nov 26</p>	<p>Assessment</p>	<p>Discussion topic: Bring an example of a performance assessment you created. Be prepared to discuss the role of feedback in assessment and the types of feedback that you provide your students.</p> <p>Due: Parent-Guardian / Teacher Reflection</p>	
<p>Nov 28</p>	<p>Thanksgiving</p>		
<p>Week 14 Dec 5</p>	<p>Conclusions</p>	<p>Due: Reflection Paper, uploaded to SAKAI by midnight by Dec. 15</p>	

Rubrics for self-assessment of teaching

Below is a list of abilities that you need to develop during student teaching. You can use the rubrics below to plan your lessons and self-assess them. Your cooperating teacher will have the rubrics too.

Ability	N/A	Well developed	Working towards it	Missed opportunity
		3	2	1
To start a lesson in an organized productive way		Students start working from the first second, everything is planned and no time is wasted.	The first seconds are spent unproductively but the lesson got on track within the first 3 min.	The beginning of the lesson did not lead to the organized, inspired work.
To create motivation for student learning		The content of the lesson is connected to student lives, or there is an interesting question, or motivation is created based on student success, students understand why they are doing what they are doing.	There is some attempt to motivate students but many do not know why they are doing what they are doing.	Motivation is based on “need for the test” or is absent.
To keep track of what every student is doing		The teacher scans the classroom often and notices subtle details of student learning activities and behavior and records anecdotal data; most students participate in the lesson and speak.	The teacher follows most of the students but misses a few, the omissions do not lead to the disruption of the lesson.	The teacher does not notice a crucial moment/s that leads to the disruption of the whole lesson; few students participate.
To organize whole class discussion effectively		The teacher guides the discussion but does not dominate it, the summary is clear, lots of student-student talk, pauses for the students to take notes, main points are summarized on the board.	The discussion is two way mostly teacher-student-teacher, all summaries are done by the teacher, no time to take notes, the board is sketchy.	The teacher talks most of the time, students respond yes or no, the board is not used, no time or attention to notes.
To organize group work effectively		Students are used to working in groups, they arrange quickly, the teacher moves among the groups and group assignments are open-ended enough to promote fruitful discussions, white boards are used and all students participate; at the	Students are used to working in groups but it takes some time to settle or group tasks are focused on one right answer, or white boards are not used productively, the	Students are not accustomed to working in groups, many do not participate, no debriefing, the teacher does not attend to all groups.

		end there is a debriefing.	teacher spends too much time with one group.	
To manage time effectively		A productive sense of urgency is present, timing for activities is announced, the change of types of work occurs often but not too often.	The pace is either too slow or too fast.	The lesson drags.
To lead reflection effectively		All students participate; the reflection is focused on the important issues.	Few students participate; some comments are not useful.	Students reflect on non-important issues.
To assign homework effectively		The homework helps reinforce the past lesson or prepares for the future lesson, it is meaningful and instructions are clear.	The purpose of homework is unclear but the instructions are present.	No homework or no instructions.
To listen to the students		The teacher listens and responds to student comments productively.	The teacher listens but some responses are not productive.	Student comments are not noticed or ignored.
To use multiple representations		Multiple representations are used and are used productively.	Some representations are used productively.	Few representations are used and the purpose is unclear.
To use technology		Technology is used strategically.	Technology is used strategically sometimes.	Technology is used but is not really needed to improve learning.
To pose productive questions and to respond to students' questions		The questions are high level, responses to student questions are done through reflective toss technique, they lead to deep thinking, no wrong physics answers on the teacher's part.	The questions are mixed, students questions are answered directly, the teacher's physics is correct.	The questions are mostly yes/no, students' questions are ignored, or teacher's responses have incorrect physics.
To encourage students to generate productive questions		There is a mechanism through which students learn to generate good questions, the teacher models how to ask good questions, the atmosphere in class is conducive to students asking questions.	Students questions are rare but are treated with respect	There are no students questions.
To generate explanations		Students are continuously encouraged to explain and	Students sometimes are	The teacher does not press for

		devise mechanisms for evidence; students, not the teacher, evaluate provided explanations, students are encouraged to argue their point of view and multiple points of view are tolerated as long as the explanations are logical; the explanations provided by the teacher are correct from the physics point of view.	pressed for explanations but not always, the teacher evaluates explanations by saying good or ok, instead of tossing them back to students, the explanations provided by the teacher are ok but not really deep.	explanations, argumentation is not encouraged, phenomena are analyzed macroscopically, mechanisms are missing, the explanations provided by the teacher have physics mistakes.
To build the lesson on students' ideas		The lesson plan takes into account student ideas documented in research and learned in course work and the lesson is continuously modified based on students' ideas emerging during the lesson	The lesson plan takes into account student ideas documented in research and learned in course work and but during the lesson students' ideas are largely go unnoticed	Students' ideas are not taken into account during the planning stage and are not used productively during the lesson.

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