

Internship Seminar: Early Childhood/Elementary Education 15:255:536

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Office Hours: by appointment	Prerequisites or other limitations:
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Learning 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.

Course catalogue description

The Internship Seminar in Early Childhood/Elementary Education accompanies and supports the student teaching experience. 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.

Class materials:

Articles will be available in Resources on Sakai

Weinstein, C. S., & Mignano, A. J. (2010). Elementary Classroom Management: Lessons from Research and Practice (5th edition). NY: McGraw-Hill.

Grading and Activities

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 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>

- **One detailed lesson plan and a 1-2 page reflection on the lesson (20%) (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. It is recommended that this lesson be your videotaped lesson. This lesson 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 no later than December 12th.**
- **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 October 24th.**
- **Teacher/Student/Family Collaboration Paper (20%): (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. (Guidelines and rubric available in the portfolio folder in the resources section on SAKAI) **This paper should be uploaded no later than November 26th.**

Student Teaching Journal (15%): 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 one entry per week about your internship experience. Each entry should be no less than 1 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 twice 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.

Videotaped Lesson (15%): You will share a video clip of a lesson, project, activity, etc. 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. **Email me a copy of the lesson & the 3 questions by noon on the Wednesday before you present.** You also need to provide a handout of your lesson plan and the feedback questions, for each group member. After you share your video and receive the feedback from your peers, it is useful to gather their notes and responses to incorporate in your lesson reflection (see lesson plan instructions above).

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 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 and feedback questions by noon on Wednesday of the week you share your clip.

Class Participation (10%): 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.

Description of activities

Attendance, participation in class discussions:

Attendance and participation in each class meeting are crucial for your learning..

Academic integrity: Make sure that you provide proper citations for all materials that you use in all written work.

Topics for Discussions

PTS - Professional Teaching Standards

Week	Topic	Next week's Assignment	PTS
1. 9/5	Introductions; review of syllabus; receive written words of wisdom from last year's interns; address concerns.	<ul style="list-style-type: none"> Begin journaling Choose a student in your class you are intrigued by/ concerned about. Over the next few weeks observe & collect information on him/her At least once during the three weeks, observe him/her outside of your classroom (i.e. playground, 'special'). 	8.1 8.4
2. 9/12	Creating a culture for learning. Building relationships and creating a learning community in the classroom. <ul style="list-style-type: none"> Discussion groups – unit planning 	<ul style="list-style-type: none"> Bring in a written artifact that demonstrates your effort (or your cooperating teacher's effort) to involve and or communicate with the community. Bring in one artifact (or photo) of a way that you or your co-operating teachers builds classroom community. 	3.5, 3.7, 3.8 3.9 6.9, 6.10, 8.2 9.1, 9.4 - 9.9
3. 9/19	Working with families, caregivers, and the community. Developing curriculum that is responsive to students and families. <ul style="list-style-type: none"> Discussion groups – unit planning 	<ul style="list-style-type: none"> Read Chap 6 "Working with Families" in <u>Elementary Classroom Management</u> Bring in something from your school that demonstrates how you, your co-operating teacher, or the school as a whole communicates with families. 	3.1 – 3.10
4. 9/26	Instructional planning and strategies <ul style="list-style-type: none"> Discussion groups – unit planning (class ends at 6:30 pm)	<ul style="list-style-type: none"> Read Chap 10 in <u>Elementary Classroom Management</u> Read <i>Tomlinson, Callahan, & Tomchin</i> "Becoming architects of communities of learning" 	4.4, 4.5, 4.7
5. 10/3	Instructional planning and strategies <ul style="list-style-type: none"> <i>Lesson Presentations Begin</i> 	<ul style="list-style-type: none"> Bring in a lesson, activity, or game that you believe uses cooperative learning. Group One – Journal Drop 	4.1 - 4.4, 4.8 - 4.11, 6.1, 6.4, 6.7,
6. 10/10	Cooperative Learning <ul style="list-style-type: none"> <i>Lesson Presentations</i> 	<ul style="list-style-type: none"> Read <i>Pierce & Adams</i> "Tiered Lessons" Group Two - Journal drop 	4.1 - 4.4, 4.8 - 4.11, 6.1, 6.4, 6.7,
7. 10/17	Differentiating instruction by content, instruction, and product.	<ul style="list-style-type: none"> Read <i>Brady</i> "Section 505: Student Eligibility", <i>Murawski & Hughes</i> 	4.1-4.4, 4.8 - 4.11, 7.1, 7.2, 7.4,

	<ul style="list-style-type: none"> • <i>Lesson Presentations</i> 	“Response to Intervention”	7.5, 7.7,
8. 10/24	Identifying when a child may need special services, strategies for assessing, and referring students. <ul style="list-style-type: none"> • <i>Lesson Presentations</i> 	<ul style="list-style-type: none"> • Bring documentation of ‘observed’ student. • <i>Unit Plan due today</i> 	4.1-4.4, 4.8 - 4.11, 7.1 – 7.5, 7.7, 7.8
9. 10/31	No class meeting	<ul style="list-style-type: none"> • Post in on-line discussion groups – question will be posted on Sakai 	
10 11/7	Students with diverse needs. <ul style="list-style-type: none"> • <i>Observation shares and discussion.</i> • <i>Lesson Presentations</i> 	<ul style="list-style-type: none"> • Bring documentation and information of ‘observed’ student. 	4.1-4.4, 4.8 - 4.11, 10.2, 10.4
11. 11/14	Students with diverse needs. <ul style="list-style-type: none"> • <i>Observation shares and discussion</i> 	<ul style="list-style-type: none"> • Bring documentation and information of ‘observed’ student. 	4.1-4.4, 4.8 - 4.11, 10.2, 10.4
12. 11/21	Students with diverse needs. <ul style="list-style-type: none"> • <i>Observation shares and discussion</i> • <i>Discuss Parent Teacher Paper</i> 		10.2, 10.4
13. 11/26 *Tues	Career Services TBD Resume Writing	<ul style="list-style-type: none"> • <i>Parent Teacher Paper due</i> 	
14. 12/5	Career Services TBD Interviewing	<ul style="list-style-type: none"> • <i>Summative journal drop – groups 1 & 2</i> 	
15. 12/12	Reflections on the internship; writing words of wisdom for next year’s interns; end of semester celebration	<ul style="list-style-type: none"> • <i>Lesson Plan due</i> 	

