

## Internship Seminar: Early Childhood/Elementary Education

15:255:536

Fall 2014

Thursdays 4:30pm-7:30pm

GSE 25A

Carrie Lobman	Carrie.lobman@gse.rutgers.edu
Phone Number 848-932-0809	10 Seminary Place Room 238
Office Hours: Thursdays 2-4pm	Prerequisites or other limitations: Must occur concurrently with student teaching
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

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### LEARNING GOALS

#### NEW JERSEY PROFESSIONAL TEACHING STANDARDS

##### 2. Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

##### **i. Performances**

(1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(2) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

- (3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- (4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

### **3. Standard Three: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#### **i. Performances**

- (1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- (2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- (3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- (4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- (5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- (6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- (7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- (8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

### **5. Standard Five: Application Of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### **i. Performances**

- (1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- (2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- (3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- (4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- (5) The teacher develops learners' communication skills in disciplinary and interdisciplinary

contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

(6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

(7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

(8) The teacher develops and implements supports for learner literacy development across content areas.

## **7. Standard Seven: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### **i. Performances**

(1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

(2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

(3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

(4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

(5) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs. **New** (6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

### **ii. Essential Knowledge**

(1) The teacher understands content and content standards and how these are organized in the curriculum.

(2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

(3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

(4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

(5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs. *(to align with NJ special education priorities)*

(6) The teacher knows when and how to adjust plans based on assessment information and learner responses.

(7) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists,

librarians, media specialists, community organizations).

### **iii Critical Dispositions**

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
- (2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- (3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- (4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

## **8. Standard Eight: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **i. Performances**

- (1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- (2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- (3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- (4) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- (5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- (6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.
- (7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- (8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- (9) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

### **ii. Essential Knowledge**

- (1) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

(4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

(5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

(6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

### **iii Critical Dispositions**

(1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

(3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

## **CAEP**

### **Standard 1: Candidate Knowledge, Skills and Dispositions**

1.1 Content Knowledge and Pedagogical Knowledge

1.2 Instructional Practice--Learning Learning Experiences

1.3 Instructional Practice--Assessments

1.4 Instructional Practice--Problem Solving

1.6 Learning and Learning--Learning Experiences

Learner and Learning--Relationships and Communication

### **Other description of course purposes, context, methods, etc.:**

The Internship Seminar in Early Childhood/Elementary Education accompanies and supports the student teaching experience. The seminar has three main 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 and refine 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. 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. There will be several weeks when we have guest speakers or workshops from Career Services.

## **COURSE OBJECTIVES**

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*

Additional Readings from: 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 11th.**
- **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 23<sup>rd</sup>.**

- **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 25<sup>th</sup>.**

***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 Thursday 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. \*\*\*

***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.

**Written work will be evaluated in terms of the following criteria:**

- Completeness. All artifacts should be included and should conform to the expectations established for the assignment. (In other words, if the instructions say to include a 1-2 paragraph commentary, do so). If you are uncertain about the expectations, call, email, or meet with your instructor to clarify your understanding.
- Evidence of understanding of course content. Your work should demonstrate that you understand the ideas presented in the class and that you are able to apply the ideas in your work as a teacher. (In other words, your cooperative learning activity should clearly exemplify individual accountability and positive interdependence etc.)
- Evidence of professional habits of thinking and communication. Do you demonstrate the ability to reflect on your own practice? Does your personal statement demonstrate the capacity to support your ideas (or is it full of generalities like, "In my classroom, I will respect children," without providing examples of how you will show respect)?
- Technical accuracy. Do you know the difference between it's and its? Are your artifacts well-written and free of mistakes or would you be embarrassed to have parents (and administrators) read them?

**LETTER GRADE EQUIVALENTS**

93-100	A
88-92	B+
83-87	B
78-82	C+
73-77	C
68-72	D+
60-67	D
Below 60	F

**ATTENDANCE**

If your cooperating teacher or the principal asks you to participate in a school event on a Thursday you should check with me about missing class. Beyond that, you are allowed one absence, which we will assume are for good reasons. Beyond that, your final grade will be

reduced as indicated: 2 absences--reduction of 1/2 grade; 3 absences--reduction of full grade; 4 absences--failing grade in course.

## STATEMENT ON ACADEMIC INTEGRITY

**Academic integrity: Make sure that you provide proper citations for all materials that you use in all written work.** Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

### Topics for Discussions

Week	Topic	Next week's Assignment
1. 9/4	Introductions; review of syllabus; receive written words of wisdom from last year's interns; address concerns.	<ul style="list-style-type: none"> <li>• Begin journaling</li> <li>• Choose a student in your class you are intrigued by/ concerned about. Over the next few weeks observe &amp; collect information on him/her At least once during the three weeks, observe him/her outside of your classroom (i.e. playground, 'special').</li> </ul>
2. 9/11	Creating a culture for learning. Building relationships and creating a learning community in the classroom. <ul style="list-style-type: none"> <li>• Discussion groups – unit planning</li> </ul>	<ul style="list-style-type: none"> <li>• Bring in a written artifact that demonstrates your effort (or your cooperating teacher's effort) to involve and or communicate with the community.</li> <li>• Bring in one artifact (or photo) of a way that you or your co-operating teachers builds classroom community.</li> </ul>
3. 9/18	Working with families, caregivers, and the community. Developing curriculum that is responsive to students and families. <ul style="list-style-type: none"> <li>• Discussion groups – unit planning</li> </ul>	<ul style="list-style-type: none"> <li>• Read Chap 6 "Working with Families" in <u>Elementary Classroom Management</u></li> <li>• Bring in something from your school that demonstrates how you, your co-operating teacher, or the school as a whole communicates with families.</li> </ul>
4. 9/25	Instructional planning and strategies <ul style="list-style-type: none"> <li>• Discussion groups – unit planning</li> </ul> (class ends at 6:30 pm)	<ul style="list-style-type: none"> <li>• Read Chap 10 in <u>Elementary Classroom Management</u></li> <li>• Read <i>Tomlinson, Callahan, &amp; Tomchin</i> "Becoming architects of communities of learning"</li> </ul>
5. 10/2	<i>Class meets at 4:30pm; Busch Campus Center MPR</i>	<ul style="list-style-type: none"> <li>• Career Services Resume Writing and Interview Skills Workshop</li> </ul>
6. 10/9	Instructional planning and strategies <ul style="list-style-type: none"> <li>• <i>Lesson Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Bring in a lesson, activity, or game that you believe uses cooperative learning.</li> </ul>

	<i>Begin</i>	<ul style="list-style-type: none"> <li>• <b>Group One – Journal Drop</b></li> </ul>
7. 10/16	Cooperative Learning <ul style="list-style-type: none"> <li>• <i>Lesson Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Pierce &amp; Adams</i> “Tiered Lessons”</li> <li>• <b>Group Two - Journal drop</b></li> </ul>
8. 10/23	Differentiating instruction by content, instruction, and product. <ul style="list-style-type: none"> <li>• <i>Lesson Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>Brady</i> “Section 505: Student Eligibility”, <i>Murawski &amp; Hughes</i> “Response to Intervention”</li> </ul>
9. 10/30	Identifying when a child may need special services, strategies for assessing, and referring students. <ul style="list-style-type: none"> <li>• <i>Lesson Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Bring documentation of ‘observed’ student.</li> </ul> <p><b><i>Unit Plan due today</i></b></p>
10 11/6	Students with diverse needs. <ul style="list-style-type: none"> <li>• <i>Observation shares and discussion.</i></li> <li>• <i>Lesson Presentations</i></li> </ul>	<ul style="list-style-type: none"> <li>• Bring documentation and information of ‘observed’ student.</li> </ul>
11. 11/13	Students with diverse needs. <ul style="list-style-type: none"> <li>• <i>Observation shares and discussion</i></li> </ul>	<ul style="list-style-type: none"> <li>• Bring documentation and information of ‘observed’ student.</li> </ul>
12. 11/20	Students with diverse needs. <ul style="list-style-type: none"> <li>• <i>Observation shares and discussion</i></li> <li>• <i>Discuss Parent Teacher Paper</i></li> </ul>	
13. 11/25 *Tues	Outside the Box Approaches (TED VIDEO) <u>Video Reflection</u>	<ul style="list-style-type: none"> <li>• <b><i>Parent Teacher Paper due</i></b></li> <li>• <b>Groups Post Final Journal Entries)</b></li> <li>•</li> </ul>
14. 12/4	First year teachers share all--how they got their jobs, what the first year is like, etc.	<ul style="list-style-type: none"> <li>• <b><i>Summative journal drop</i></b></li> </ul>
15. 12/11	Reflections on the internship; writing words of wisdom for next year’s interns; end of semester celebration	<ul style="list-style-type: none"> <li>• <b><i>Lesson Plan due</i></b></li> </ul>