

Rutgers, The State University of New Jersey

15:255:536:08 Teaching Internship Seminar (English section)

Fall 2014

Thursday, 4:30-7:30 p.m.

Murray Hall, room 115

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Phone Number : (908) 295-2194	Location: Murray Hall, room 115
Office Hours: by appointment	Prerequisites or other limitations: <i>Admission to the Teacher Education Program</i>
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 checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

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Course Description

Learning goals:

New Jersey Professional Standards for Teachers (2014)¹:

Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

i. Performances:

- (1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;
- (2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;
- (4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;

ii. Essential Knowledge:

- (1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;
- (5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;

iii. Critical Dispositions:

- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals;
- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;

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;

ii. Essential Knowledge:

- (1) The teacher understands content and content standards and how these are organized in the curriculum;
- (6) The teacher knows when and how to adjust plans based on assessment information and learner responses;

iii. Critical Dispositions:

- (3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and
- (4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

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;
- (4) The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and 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;
- (8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; and
- (9) The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

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;

Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

ii. Essential Knowledge:

- (1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;

iii. Critical Dispositions:

- (1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;
- (3) The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice;

Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

i. Performances:

(6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice;

Council for the Accreditation of Education Professionals (2013)²:

- **Standard 1: Content and Pedagogical Knowledge**
1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

- **Standard 2: Clinical Partnerships and Practice**
2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Course catalog description:

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

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

- The main purposes of this course are the following:
 1. To provide opportunities to think analytically about your teaching in order to understand what it means to be a reflective practitioner.
 2. To explore positive practices and current research that lead to enhanced student learning and to your success.
 3. To provide the venue for preparing your professional portfolio.

Required texts:

- You do not need to purchase a text for this course. I will be providing articles either in class or online.

² http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

Selected readings will be primarily from:

Graham, Peg, Sally Hudson-Ross, Chandra Adkins, Patti McWhorter, and Jennifer McDuffie Stewart., eds.

Teacher/Mentor: A Dialogue for Collaborative Learning. New York: Teachers College Press, 1999.

- You may get a student membership to NCTE (National Council of Teachers of English), but it is not required. You can get a membership at this site: <https://secure.ncte.org/store/student-membership-green>. It is \$22.50 for the year. I will give you one copy of *English Journal* to use for the class starter/closer presentation.
- You will also need to access the Common Core State Standards for English/Language Arts: <http://www.corestandards.org/ELA-Literacy/>

Grading policy:

Evaluation of Written Work:

All of the requirements for this course are designed to be useful to you not only as a teacher intern, but also as an imminent candidate for a permanent teaching position. The portfolio components should be considered as documents to be revised and used during the interview process.

Make sure that you provide proper citations for all materials you use in any of the assignments. If an assignment is turned in late without prior discussions with me about it, the grade for that assignment will be reduced by a full letter grade each week it is late (an A paper will earn a B if it is one week late).

The grade for this course will be determined from the following items:

- Lesson plan (20% of overall grade): Follow the directions and rubric in the Sakai Portfolio Instructions. The lesson plan is due on October 9. The total possible number of points on the rubric is 45; the grade will be determined as follows:
 - 39-45 points on rubric = A+
 - 31-38 points on rubric = A
 - 23-30 points on rubric = B
 - 15-22 points on rubric = C
 - Below 15 = D
 - Note: C and D papers must be resubmitted on Sakai
- Unit Plan (20% of overall grade): Follow the directions and rubric in the Sakai Portfolio Instructions. The unit plan is due on November 6. The total possible number of points on the rubric is 39; the grade will be determined as follows:
 - 33-39 points on rubric = A+
 - 27-32 points on rubric = A
 - 20-26 points on rubric = B
 - 13-19 points on rubric = C
 - Below 13 = D
 - Note: C and D papers must be resubmitted on Sakai

- Parent/Teacher or Back-to-School Night reflection paper (20% of overall grade): Follow the directions and rubric in the Sakai Portfolio Instructions. The reflection paper is due on November 25. The total possible number of points on the rubric is 21; the grade will be determined as follows:
 - 19-21 points on rubric = A+
 - 15-18 points on rubric = A
 - 11-14 points on rubric = B
 - 7-10 points on rubric = C
 - Below 7 = D
 - Note: C and D papers must be resubmitted on Sakai

- Reflective teaching journal (20% of overall grade): Thinking, wondering, questioning, and recording decisions that you make in the classroom every day are the hallmarks of reflective practice. The process of keeping a journal is intended to guide your reflection on the ordinary experiences of your teaching days. While and after journal writing, you will often find that you have come upon insights for the situations you are grappling with. You can use this journal to help you build your Parent/Teacher reflection paper and your classroom management plan. Many weeks in class you will write and share your entries, and other weeks we will discuss significant entries that pertain to the papers.

Please be sure to date each entry, to provide space for response, and to bring your journal to class every week. While I expect you to write in your journal regularly, you will be required to submit at least 20 to 30 reflective entries by the end of the semester. You can turn in entries every week, and you should plan on turning in one or two entries every week.

- Class opener/closer (10% of overall grade): A different student will begin each class, and then another student will end each class. This presentation will only be about five minutes, and every student will present once during the semester. The class opener/closer will complete the following items, preferably in this order:
 - Be ready to present at the start/end of class (5 points);
 - Give your name and your student teaching assignment (10 points);
 - Explain one student teaching highlight (10 points);
 - Explain one student teaching challenge/area of concern (10 points);
 - Display a copy of a book you are currently reading (this can be a book you are using during your student teaching or a book you are reading for pleasure) (5 points);
 - Give an overview of the book (do not just read from the back of the book) (10 points);
 - Read a short passage from the book (no more than a page) (5 points);
 - Explain what you are currently writing and how the process is going (it can be something you are writing for this class or anything else you are writing) (10 points);
 - Give a summary of an article in a recent issue of *English Journal* (10 points);
 - Explain your thoughts on the *English Journal* article (Can you use this? How?) (10 points);
 - Make eye contact with the audience (you can have notes, but do not simply read from them) (5 points); and
 - Speak clearly and loudly; have good posture (10 points).

- Participation (10% of overall grade): Just as you expect your students to engage actively in class by sharing their ideas and listening attentively to one another, the same is expected of you during our discussions. During our interactions, please remember that we are here to support, encourage,

and help each other. It is also important to note that the sensitive information that is shared about your student teaching is to be considered confidential.

Academic Integrity Policy:

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.

Web site:

<https://sakai.rutgers.edu/portal> (Specific course Sakai access will be available only to those students who have officially registered for this course.)

Course Requirements

Attendance Policy:

Because you may have to attend a school function on a Thursday night (such as Back-to-School Night) or may have another good reason for missing class, you are allowed two absences without consequence. Beyond that, your final grade will be reduced as indicated:

- 3 absences: minus 12 points
- 4 absences: minus 16 points
- 5 or more absences: failing grade

Summary of Requirements

- Lesson plan (20% of overall grade);
- Unit plan (20% of overall grade);
- Parent/Teacher or Back-to-School Night reflection paper (20% of overall grade);
- Reflective teaching journal (20% of overall grade);
- Class opener/closer (10% of overall grade); and
- Participation (10% of overall grade)

Course Schedule by Week

Topics may change to reflect the needs of the class

Week	Topics to be Covered	Assignments
1: September 4	Introductions and course requirements; explain class opener/closer assignment; goal setting; special education/IEPs/504s	
2: September 11 <i>(supervisor eval due 9/12)</i>	Explain Parent/Teacher reflection paper; communicating with teachers, parents, and administrators; setting up classroom routines (chapter 15)	Class opener/closer begins today

3: September 18 <i>(beginning to teach one section)</i>	Explain lesson plan assignment; Common Core State Standards; lesson and unit planning	Bring sample lesson plan to class today
4: September 25 <i>(supervisor eval due 9/26; coop teacher eval due 9/26)</i>	Coping with a sense of failure (chapter 12); classroom management (chapter 13); academic integrity; group work	Bring journal entry on classroom management to class today
5: October 2 <i>(beginning to teach two sections)</i> (4:30 p.m. – 7:00 p.m.; Busch Campus Center MPR)	Career Services Workshop: Resume Writing and Mock Interviews	
6: October 9 <i>(supervisor eval due 10/10)</i>	Debrief on Resume Writing and Mock Interviews; questioning strategies and leading a classroom discussion (chapter 14); assessments (formative and summative)	Lesson plans due today; bring one formative and one summative assessment to class today
7: October 16 <i>(beginning to teach a full day)</i>	Share lesson plans; developing unit plans; explain unit plan assignment	
8: October 23 <i>(supervisor eval due 10/24; coop teacher eval due 10/24)</i>	Reflect on goals; teaching writing; research papers	
9: October 30	Feedback; teaching reading	
10: November 6	Teaching vocabulary and grammar	Bring journal entry on grammar to class today; unit plans due today

11: November 13	Using technology; speaking and listening	
12: November 20 <i>(supervisor eval due 11/21; coop teacher eval due 11/21)</i>	PARCC	
13: November 25 (Tuesday)	AchieveNJ (SGOs, SGPs, tenure, observations, etc.)	Parent/Teacher reflection paper due today
14: December 4 <i>(supervisor eval due 12/5)</i>	New teachers, resumes, cover letters, portfolios, interviewing, and job search	
15: December 11 <i>(supervisor eval due 12/19; coop teacher eval due 12/19)</i>	Final reflections	