

Internship Seminar (World Languages/ESL)
15:255:536:02 (section)
Fall 2015
Thursdays 4:50-7:30pm
GSE: Room 25A

Instructor: Meredith Byrnes	Email: Meredith.byrnes@gse.rutgers.edu
Department of Learning and Teaching	Graduate School of Education 10 Seminary Place
Office hours: by appointment	Prerequisite: Admission to Language Education 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

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Learning goals

The Internship Seminar in World Language/ESL accompanies and supports the student teaching experience. The purposes of the course are the following:

- 1) To provide a safe, supportive, forum in which you can reflect on your intership and share your joys, accomplishments, frustrations, and questions
- 2) To help you prepare for the job search process
- 3) To allow you to refine your specific strategies for building a caring, inclusive, rigorous learning environment that involves families, fosters student language learning, and addresses the needs of children with diverse needs. The strategies you learn in this course will also support fulfilment of the New Jersey Professional Teaching Standards

and the standards outlined by the Council for the Accreditation of Educator Preparation (CAEP).

New Jersey Professional Standards for Teachers

The Learner and Learning

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self motivation.

Content

Standard 4: Content Knowledge. The teacher understands central concepts of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that makes these aspects of the discipline accessible and meaningful for learners to assure mastery of content.

Standard 5: 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.

Instructional Practice

Standard 6: 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.

Standard 7: 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.

Standard 8: 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 to knowledge in meaningful ways.

Professional Responsibility

Standard 9: Professional Learning. The teacher engages in ongoing individual 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.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard 11: Ethical Practice. The teachers act in accordance with legal and ethical responsibilities and use integrity and fairness to promote the success of students.

Council for the Accreditation of Educator Preparation (CAEP)

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate profession levels in the following categories: the learner and learning; content; instructional practice; and professional responsibility

InTASC standards:

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional strategies
9. Professional Learning and Ethical Practice
10. Leadership and Collaboration

Course Catalog Description

The Internship Seminar in World Languages/ESL 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.

Materials:

Articles will be available in Resources on Sakai

Course Assignments and Activities

- 1) **Portfolio Items (60%):** There are elements from this course that are required for your official GSE portfolio. These documents will need to be uploaded to your DANIELSON portfolio site within TEACHSCAPE: Learn (Unofficial) and/or TEACHSCAPE: Reflect (Official). **Students in the **ESL certification program** and the **World Languages certification program** will upload all portfolio components to **TEACHSCAPE: Reflect**. **Students in the **ESL + WL (dual) certification program** will upload each item for World Language certification into **TEACHSCAPE: Learn** and each document for ESL certification into **TEACHSCAPE: Learn AND TEACHSCAPE: Reflect**.

a) Lesson (30%)

- i. *Lesson Plan (10%):* including what worked and why, what did not go so well, and ideas for what you would do differently in the future. This lesson plan must follow the **GSE Language Education Lesson Plan Template**. It is recommended that this be your videotaped lesson.
- ii. *Video Presentation of Lesson (10%):* In addition to uploading your video to the Danielson Portfolio on Teachscape, you will share a video clip of your lesson in class. 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 class 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.

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 the 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. ***

iii. *Reflection on Lesson (10%):* Once you upload your lesson plan and video to the Danielson Portfolio in TEACHSCAPE you will complete the reflection questions that will cover the following areas:

- Classroom organization
- Content
- Pedagogical Techniques
- Communication with Parents

In addition to your own thoughts and responses to the lesson make sure that your responses to the questions incorporate your thoughts on the feedback you received from your cooperating teacher and your fellow students.

Your lesson plan, videotape and reflection must be uploaded into Danielson within two weeks of your video presentation.

b) A Unit Plan (20%) for a sequence of at least 5 lessons in a cohesive unit and a 1-2 page reflection on the unit. 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 must follow the *GSE Language Education Unit Plan Template*. Once you upload your unit plan to TEACHSCAPE you will complete the reflection question that will cover the following areas:

- Classroom Organization
- Content
- Pedagogical Techniques
- Communication with Parents

Your unit plan and reflection must be uploaded to TEACHSCAPE no later than December 17th.

c) Artifacts for Professional Portfolio (10%): You must collect (photograph) 4 artifacts that represent your contribution to the classroom(s) and school in which you have been placed (i.e. assignments, homework, assessments, presentations, bulletin boards). These will be uploaded into your Danielson Professional Portfolio.

Student Teaching Blog (15%): Improving teaching is about reflecting and analysing one's practice. You will keep a "participant observer blog" of your student teaching experience. You are expected to write at least one entry per week about your internship experience. Each entry should be between 200-400 words. Entries can (and occasionally should) include samples of student work, and/or other artifacts). You will upload these blogs into your dropbox on SAKAI (only the instructor will have access). I will read and respond to your blog entries twice throughout the semester. At the end of the semester you are to look back over the entries together 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.

Student Documentation Shares (10%): Over the course of at least three weeks you will gather documentation on a student in your class that you are struggling to work with and then do a professional presentation of the students learning and you and your cooperating teachers efforts to support them. Details of the assignment will be given out in class.

Class Participation (15%): 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 create this course. I expect you to arrive on time and be actively engaged in course discussions and activities and to be sensitive to other students' needs and concerns. This also means that your attendance is important. You are only allowed two *excused* absences that have been pre-arranged with me prior to class. I also expect you to bring the appropriate items to class (listed on the syllabus) to prompt and inform our discussions. These items include readings, artifacts, and materials needed for student documentation shares. 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, email or meet with me 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 ½ grade; 3 absences—reduction of full grade; 4 absences—failing grade in course.

STATEMENT OF 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 Discussion

Week	Topic	Assignment Due
1. 9/3	TOPIC: Introductory activity; review of syllabus; sign up for video presentations, documentation shares, journal post dates, and snack	
2. 9/10	TOPIC: Observing and Documenting student learning	<ul style="list-style-type: none"> • <u>Reading:</u> Ethnographic Eyes-Chapter 1 • Bring in 4 samples of student work • Begin Journaling.
3. 9/17	Lesson Planning	<ul style="list-style-type: none"> • <u>Reading:</u> Integrating Language and Content: Lessons from Immersion • Bring in the lesson plan used by the school in which you are doing your internship • Choose a child in your class and over a three-week period collect documentation

		on that student including anecdotal notes, student work (including writing samples, tests, homework, seatwork), conversations about the child with other adults. At least once during the three weeks, observe the child outside of your classroom (i.e. playground, “special”)
4. 9/24	TOPIC: Cooperative and Inclusive Language Learning Environments I	<ul style="list-style-type: none"> • <u>Reading:</u> <i>We Can Talk: Cooperative Learning in the Elementary ESL Classroom</i>, by Spencer Kagan • If possible bring in a lesson plan that you believe uses cooperative learning
5. 10/1	TOPIC: Cooperative and Inclusive Language Learning Environments II	<ul style="list-style-type: none"> • <u>Reading:</u> Promoting Language Proficiency Through Cooperation • Bring in photos of how you’ve (or your cooperating teacher has) prepared your classroom to be comfortable and stimulating learning environment that encourages language learning.
6. 10/8	TOPIC: Student Assessment <i>Student documentation Shares: Week 1</i>	<ul style="list-style-type: none"> • <u>Reading:</u> Assessment Literacy for Language Educators • Bring an example of a performance assessment you or your cooperating teacher created. Be prepared to discuss the role of feedback in assessment and the types of feedback that you provide your students
7. 10/15	Thematic Unit Workshop	<ul style="list-style-type: none"> • Bring a draft of your thematic unit (4 copies)
8. 10/22	TOPIC: Differentiation and English Language Learners with Special Needs <i>Student Documentation Share: Week 2</i>	<ul style="list-style-type: none"> • <u>Reading:</u> English Language Learners with Special Needs: Effective Instructional Strategies
9. 10/29	TOPIC: Students’ Families and	<ul style="list-style-type: none"> • <u>Reading:</u> Cultural Diversity and Language

	Communities <i>Student Documentation Share: Week 3</i>	<p>Socialization in the Early Years</p> <ul style="list-style-type: none"> Bring in an artifact that demonstrates your effort (or your cooperating teacher's effort) to involve and communicate with families and/or the community (e.g., a welcoming letter, newsletter, interactive homework assignment, "community projects," etc.).
10. 11/5	Technology and Language Learning <i>Video presentations: Week 1</i>	<ul style="list-style-type: none"> <u>Reading:</u> Interactive Language Learning on the Web Bring in a description of the types of technology that are used in your classroom and the purposes for which each is used.
11. 11/12	Best Practices Museum Week 1 <i>Video presentations: Week 2</i>	<ul style="list-style-type: none"> 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.
12. 11/19	The Career Resume Writing & Mock Interview Workshop **Meet at Douglass Campus Center	<ul style="list-style-type: none"> Create a draft of your resume, and bring it with you to the workshop
13. 11/26	Thanksgiving	
14. 12/3	Best Practices Museum Week 2 <i>Video presentations: Week 3</i>	<ul style="list-style-type: none"> Search online for an example of teaching practice that you consider innovative, (something that you have never attempted, but that inspires you).
15. 12/10	Reflections on the internship; writing words of wisdom for next year's interns; end of the semester celebration	<ul style="list-style-type: none"> Blog reflections due Your unit plan with reflection should be uploaded into TEACHSCAPE by <u>Thursday December 17^h</u>.



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