

**Rutgers, The State University of New Jersey**

Internship Seminar: English Education  
15:255:536 (08); Fall 2015  
Thursdays 4:30- 7:30 pm; 3 Credits

Murray Hall, Room 115

Instructor: Cheryl McLean	<a href="mailto:cheryl.mclean@gse.rutgers.edu">cheryl.mclean@gse.rutgers.edu</a>
Phone Number 848-932-0801	10 Seminary Pl Rm 229 D Department of Learning and Teaching
Office Hours: Wednesdays by appointment	Prerequisites or other limitations: None
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: Required course for English Teacher Certification program <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: From the instructor

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>.

**COURSE DESCRIPTION**

**Learning goals**

This Internship Seminar in English Education is designed to support student teaching experience by helping teacher interns to:

- (1) Reflect on their student teaching internship through open discussion and dialogue
- (2) Prepare for the job search/market
- (3) Develop strategies that foster support for students' diverse needs, cultures, families, and communities
- (4) Develop and refine a repertoire of skills and instructional strategies to plan for and deliver rigorous instruction and learning environments that support student learning.

In order to achieve these goals, the seminar is designed around individual reflections, group discussions about the teaching internship experience; a lesson reflection; activities/presentations based on session topics; guest speakers/presenters; and Career Services workshops.

## **New Jersey Professional Standards for Teachers (2014)<sup>1</sup>:**

### **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

---

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

<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

complexities of an issue or question using perspectives from varied disciplines and crossdisciplinary 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.

(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 metacognitive 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.

### **Council for the Accreditation of Education Professionals (2013)<sup>2</sup> (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

**Course Readings:** *All readings are available on Sakai.*

#### **Grading Policy**

Course final grade will be based on attendance, participation in the discussions and activities, reflection on teaching, assignments, and Teachscape requirements. In order to successfully build a supportive and inclusive learning/teaching community, all voices and contributions are expected in class discussions and activities. Each student must be fully prepared to engage in meaningful sharing, collaboration, and co-construction of knowledge.

#### **Evaluation of Course Work:**

Teachscape Portfolio	50 points
Reflective Journal	20 points
Video Presentations	10 points
Case Study	10 points
Participation/Attendance	10 points
<b>Total</b>	<b>100 points</b>

---

<sup>2</sup> [http://caepnet.files.wordpress.com/2013/09/final\\_board\\_approved1.pdf](http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf)

**Grading Scale**

- A = 92-100
- B+ = 87-91.99
- B = 82-86.99
- C+ = 77-81.99
- C = 72-76.99
- D = 60-71.99

**All written work and presentations are expected to:**

- Respond appropriately to the assigned task
- Present ideas in a clear, thoughtful, logical and organized manner
- Demonstrate critical thinking, and originality and creativity of thought and expression
- Synthesize readings and discussions
- Reflect evidence of professional habits of thinking and communication, and reflection on individual practice.
- Reflect sound command of conventions and mechanics
- Adhere to APA 6<sup>th</sup> format or MLA guidelines, and 12-point font, 1-inch margins (where applicable)
- Be submitted on time

**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.

**Course Requirements****Attendance Policy:**

Regular, punctual attendance is required. Absences and tardiness will be penalized. You are allowed one excused absence. Should your cooperating teacher or the principal ask that you participate in a school event on Thursday (e.g. Back to School Night), please consult with me about missing class. Please note: 2 absences will incur the reduction of 1/2 grade; 3 absences will result in the lowering of your final grade by one letter grade; 4 absences in equivalent to a failing grade.

**Participation and Attendance:**

In order to successfully build a supportive and inclusive learning and teaching community, all voices and contributions are expected in group/class discussions and activities. Each student is expected to engage in meaningful sharing and co-construction of knowledge. Each week, will be expected to participate in a range of experiences including discussing and debriefing student teaching experience, designing lessons/units, reflecting on teaching, and resume writing. Attendance and participation in the seminar will be a basis for the course grade. **All work must be submitted on time.**

**Course Assignments****TEACHSCAPE Portfolio (50 points)**

As part of the course requirements that form part of your GSE portfolio, you must submit a (1) **lesson plan**, (2) **video presentation of lesson** (3) **student artifact**, and (4) **reflection on lesson**, and (5) **unit plan**. You must **\*design** a lesson of choice, **\*teach** a full period instructional lesson in

teaching internship classroom \*videotape the lesson, \*upload the lesson plan and 15-minute video clip of the lesson, and \*design and submit a unit plan to your individual Teachscape account. (Note: You are responsible for making the necessary arrangements for videotaping etc., including any particular permission/consent requirements.)

**(a) Lesson Plan (10%):**

Using the *GSE Lesson Plan Template* you must design and teach **one lesson** of your choice from your student teaching experience. The lesson plan for that specific lesson must then be uploaded to the Danielson section of Teachscape.

**(b) Video Presentation of Lesson (10%):**

You must videotape the lesson for the plan you submitted. Upload to Teachscape, a 15-minute video clip of the lesson.

**(c) Student Artifacts (5%):**

As part of your lesson, you must collect (or photograph) artifacts of student learning (e.g. assignments, homework, tests, presentations). These artifacts must represent the range of achievement in your class (i.e. an assignment that was completed above expectations, at expectations or below expectations). The artifacts must be uploaded to the Danielson section of your Teachscape portfolio.

**(d) Reflection on Lesson (5 %)**

You must include a reflection on the lesson that addresses how you attended to (1) classroom organization (2) content and (3) pedagogical choices and techniques (in terms of the identified strengths, challenges, effectiveness, and implications for future practice), and (4) Communication with parents (where appropriate).

**(e) Unit Plan (20%)**

Using the *GSE Lesson Unit Template*, design and submit an instructional sequence of at least 5 lessons in a cohesive ELA unit, along with a 1-page reflection on the unit. Upload your unit plan to Danielson section of Teachscape AND complete the reflection questions on the site where you will address the following areas: • Classroom Organization • Content • Pedagogical Techniques, and • Communication with Parents.

### **Reflective Teaching Journal (20 points)**

As educators, we must not only learn to pay critical attention to our actions, questions, ideas, and experiences, but also find ways to systematically record and then consciously engage with the decisions we make daily in the classroom. The process of recording, re-viewing, contemplating, questioning, and evaluating experiences are at the core of reflective practice. A **Teaching Journal/blog** is intended to guide your reflection on your everyday teaching experiences, by allowing you an opportunity to record your experiences, reflect on them, and gain insights on your practice.

**Format:** 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 photos, samples of students work, and/or other artifacts). At the end of the semester you will review your entries and compile a summative statement of what you have learned as a teacher, what are your ongoing challenges, and some of the actions you intend to take to continue to expand your expertise. All entries must be posted on Sakai.



### **Video Presentations (10 points)**

Feedback, constructive criticism, and analysis help provide insights and deepen the quality of our reflective practice. In addition to uploading your video to Teachscape, you must each be prepared to share with your peers, a 10-minute clip of the lesson in a seminar session. The class will view your clip and provide feedback to help you extend your thinking about the lesson. You are expected to use your peers' feedback to reflect on and improve your teaching.

**Format:** Select a **10-minute** clip from your Teachscape lesson to share with the class. Think about the areas for which you would like feedback/advice, and create three questions for your peers to consider as they view the clip. You are responsible for \*posting video clip on *VoiceThread* on Sakai \*preparing any appropriate technology \* providing each class member with a copy of your lesson plan and feedback questions for review \*presenting the video in class and leading the discussion \*collecting all written peer responses/feedback and incorporating this into your reflection on your lesson.

Note: Your lesson plan, video, and reflection must be uploaded to Danielson section of Teachscape within two weeks of your video presentation.

### **Student/Teaching Case Study Presentation (10 points)**

During the course of three weeks, you will observe and record your challenges and experiences working with a struggling student in one of your classes. Based on your observations, formal and informal meetings/conversations with the student, official school records, interactions with parents/family, document your work with that student. Following this, create a professional presentation that constructs a profile of the student, and documents the student's learning as well as your own and the co-operating teacher's efforts to support that student etc. Be prepared to share/present your case study in class.

### **Class Participation (10 points)**

Full, meaningful and engaged participation and collaboration in all assignments (individual and group) is required. Please note that at times, the discussions about the internship can be of a sensitive nature. For this reason, you are expected to be respectful and honor the confidentiality of any information shared in class.



## Weekly Session Outline

Session	Date	Topic	Readings & Tasks	Assignments
1.	Sept 3	Becoming a reflective practitioner		Journal #2
2.	Sept 10	Community, Culture and Classrooms: Creating opportunities for learning	Reading: TBA *Bring in an artifact that demonstrates your effort to involve and communicate with families and/or the community (e.g., a welcome letter, newsletter, interactive homework assignment...) *Bring one artifact (or photo) demonstrating how you and/or your co-operating teacher build classroom community.	Journal #3
3	Sept 17	Documenting student learning	Reading: TBA *Bring 4 samples of student work	Journal #4 TBD
4	Sept 24	Cooperative Learning Strategies, and Group Work.  Video Presentation #1	Tomlinson— “Becoming architects” *Bring Lesson plan involving cooperative learning.	Journal #5 * *Video Presentation #1
5	Oct 1	Resume Writing and Interviewing	*Create a draft of your resume, and bring it with you to the workshop.	Journal #6
6	Oct 8	Differentiating instruction by content, instruction, and product Student/teaching Case Video Presentation #2	Pierce & Adams— “Tiered Lessons” *Bring examples of differentiated lessons from your classroom	Journal #7 Student/teaching Case Video Presentation #2
7	Oct 15	Special Education: Special services, strategies for assessing, referring, and coteaching.	Brady— “Section 505: Student Eligibility” Murawski & Hughes— “Response to Intervention”	Journal #8
8	Oct 22	Role of afterschool  Video Presentation #3	Lobman, Carrie. (2011). Democracy and development: The role of outside of school experiences in preparing young people to be active citizens.	Journal #9 Video Presentation #3  Unit Plan
9	Oct 29	Working with ELL Students	Reading: TBA	Journal #11
10*	Nov 5	Technology in the classroom	Reading: TBA *Keep a running record of frequency and types of technology used in your classroom	Journal #12
11	Nov 12	Gallery Walk Video Presentation #4	Reading: TBA * Choose a lesson or activity that you are most proud of and prepare a poster presentation on it.	Journal #13 Video Presentation #4  Poster Presentation
12	Nov 19	Gallery Walk Video Presentation #5	Reading: TBA * Choose a lesson or activity that you are most proud of and prepare a poster presentation on it	Journal #14 Video Presentation #5

				<i>Poster Presentation</i>
<b>13*</b>	<b>Dec 3</b>	Mentors and Models	<i>Bring an example of a mentor/model text consider innovate (lesson, strategy etc.) of something that inspires you and/or you have never attempted).</i>	<i>Journal Reflections</i>
14	Dec 10	Reflection and Debriefing		