EDUC 419
K-12 Subject Field Student Teaching Internship
Course of Study

1. **Course Title and Credits:** EDUC 419 – K-12 Subject Field Student Teaching Internship. Ten (10) credits: Field: Pass/Fail

2. **Course Description:**

   The Student Teaching Internship is a 16 week teaching experience in an urban or suburban school setting. The internship is designed to apply learnings about professional knowledge, humanistic practices and reflective thinking to classroom situations on a full-time basis for one semester. Students are observed a minimum of eight times by a university professor who regularly reviews student journals. Student-teachers work in secondary classrooms with students who have varied cultural and linguistic backgrounds and exceptionalities. A seminar, CISE 450, accompanies the internship and meets on a weekly basis for discussion and reflection of the students' teaching experiences.

3. **Pre-requisites:** For secondary subject field certification students the prerequisites are: CIED 203, CIRL 335, CISE 295, CISE 325, CISE 335, CISE 352, Plus ONE of the methods courses based on subject field major. Corequisites include: CISE 450.

4. **Course Objectives:** The students will be able to:
   A. Discuss positive student teaching experiences, problem situations and how to effect change.
   B. Conduct group-brainstorming sessions, exploring alternative solutions to classroom problems
   C. Use a journal to reflect on the teacher's role and decisions regarding curriculum assessment, goals, content, methods and classroom management procedures.
   D. Identify and discuss strategies for teaching diverse and special needs students.
   E. Interact with colleagues, community members and other school personnel.
   F. Organize and implement interdisciplinary and group instruction and assessment for students.
   G. Apply the NJCCC Standards to lesson and unit plans.
5. Student Learning Outcomes:

A. Create and implement at least eight (8) lesson plans that are correlated with the NJCCCS.
B. Create and implement unit plans that are correlated with the NJCCCS.
C. Write and implement a classroom discipline and management plan.
D. Organize a portfolio of exemplary student work (performance tasks) with rubric and evaluations.
E. Demonstrate understanding of how to communicate with families
F. Write a journal to reflect and analyze one's own practice.
G. Conduct a teacher dispositions self evaluation

<table>
<thead>
<tr>
<th>SLO</th>
<th>NJ Teaching Standards</th>
<th>WPU Competencies</th>
<th>NJCCC Standards</th>
<th>NCATE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create and implement lesson plans</td>
<td>1- 4, 6-8</td>
<td>2 - 6, 10, 12-17</td>
<td>ALL</td>
<td>1, 3, 4</td>
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<tr>
<td>Create and implement unit plans</td>
<td>1-4, 6-8</td>
<td>2 - 6, 10, 12-17</td>
<td>ALL</td>
<td>1, 3, 4</td>
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<td>Use appropriate management techniques</td>
<td>2, 3, 6</td>
<td>13, 14, 15</td>
<td>ALL</td>
<td>1, 3, 4</td>
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<tr>
<td>Demonstrate understanding of assessments</td>
<td>2, 5</td>
<td>5</td>
<td>ALL</td>
<td>1, 3</td>
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<tr>
<td>Demonstrate understanding of how to communicate with families</td>
<td>2, 8, 9</td>
<td>18</td>
<td>n/a</td>
<td>1, 3</td>
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<tr>
<td>Demonstrate reflective practice</td>
<td>8, 10</td>
<td>10</td>
<td>n/a</td>
<td>1</td>
</tr>
<tr>
<td>Conduct a teacher dispositions self evaluation</td>
<td>ALL</td>
<td>ALL</td>
<td>n/a</td>
<td>1, 3</td>
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6. Course Content:

Teacher reflection - Analyzing One's Own Practice
A. Are my goals and learning experiences appropriate to the student's level of development?
B. How well is the student learning (Guided observation)?
C. Are my teaching methods and materials varied and effective?
D. Am I continuing to grow professionally?
E. Do I take responsibility or the implementation of suggestions from my supervisor and cooperating teacher?
F. Do I address the needs of all students in my class, regardless of ethnicity, gender or socio-economic status?
G. How well do I deal with controversy?
Problem solving
A. Ability to identify specific classroom/learner problems within curricular content areas through coaching
B. Ability to brainstorm solutions
C. Ability to implement and evaluate solutions
D. Ability to report back to seminar group
E. Teaching diverse, multicultural students
F. Mainstreaming students with special needs
G. Managing the classroom

Professional development
A. Attend in-school workshops
B. Read professional journals/books
C. Participate in organization activities
D. Join professional organizations (NSTA, NCTM, IRA, and NCSS)
E. Attend conferences
F. Organize integrated instruction, grouping, and assessment
G. Engage in a study group

7. Teaching/Learning Methods:
A. Individualized discussion with cooperating teacher and university supervisor
B. Video tape analysis of students' lessons

8. Evaluation Methods:
A. Structured feedback on lesson plan and observations by the supervisor and cooperating teacher.
B. Evaluation of the class management plan.
C. Evaluation of the journal.
D. Student disposition self-evaluation.
E. Attendance

9. Recommended Texts/Readings:


10. Preparers’ Names and Date: Professors Anthony Coletta, Burton Weltman, Rochelle Kaplan, Peter Appelbaum, Janis Strasser, and Darlene Russell, June 1999

11. Department Approval Date: Fall 1999
12. **Reviser’s Name and Date**: Professor Djanna Hill, Fall 2004

13. **Department Revision Approval Date**: Fall 2004

12. **Bibliography:**


