

William Paterson University
College of Education
Department of Early Childhood and Elementary Education
Wayne, New Jersey

*Theme - Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Application, Dispositions*

COURSE OF STUDY

1. **Title and Number of Credits:** EDUC 414 Student Teaching Internship, Seminar, and Portfolio Assessment ELED/ECE (10 credits: Field: Pass/Fail)

2. **Course Description:** The internship is a 16 week teaching experience in a field placement. It is designed to apply learning 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 supervisor who regularly reviews student's Journals. A seminar, which meets for eight, two-hour sessions, accompanies the internship and has three goals: 1) discussion and reflection of current issues and students' teaching experiences, while brainstorming solutions to classroom problems; 2) creation of a portfolio; for K-5, K-5/5-8, students link artifacts to the eleven New Jersey Teaching Standards and are guided in writing reflective statements for each standard; the Seminar instructor evaluates and provides feedback on each portfolio using a rubric; and 3) career development information is also made available (e.g., resume writing, interviewing skills, organizing credential files).

3. **Pre- or Co-requisites:**
- K-5 and K-5/5-8: CIEE 517 take and pass appropriate PRAXIS II.

4. **Course Objectives:**
 1. Discuss positive student teaching experiences, problem situations and how to effect change.
 2. Conduct group brainstorming sessions, exploring alternative solutions to classroom problems.
 3. Using a journal to reflect on the teacher's role. Decisions regarding curriculum assessment goals, children content, assessment methods and classroom management procedures.
 4. Identify and discuss strategies for teaching non-native English speaking students.
 5. Develop a professional development plan for life-long learning.
 6. Acquire information on career development.
 7. Interact with colleagues, community members and other school personnel.
 8. Organize and implement interdisciplinary instruction and assessment for students.
 9. Discuss inclusion of special education students including those identified with Autism.
 10. Use the NJ Teaching Standards to develop a portfolio and document the student teacher's competence by linking artifacts to each standard.

5. **Student Learning Outcomes:** The teacher-candidate will be able to:
1. Demonstrate an understanding of the planning process by creating and implementing lesson plans and units which are integrated, use technology, and are connected to the NJCCCS. In one of the lessons taught, show evidence of pupil learning (e.g., pre-post test or observation).
 2. Demonstrate an understanding of traditional and authentic (performance based) assessments.
 3. Demonstrate an understanding of classroom management by using appropriate student guidance techniques.
 4. Demonstrate a knowledge, understanding and application of teaching by creating a professional portfolio, including artifacts of their own and pupil's work.
 5. Demonstrate reflective practice by writing weekly entries into a journal.
 6. Demonstrate an understanding of how to communicate with families by describing a written communication (e.g., newsletter, letter, power point presentation), with a reflective statement summarizing intent and outcomes.

SLO	NJ Teaching Standard	ACEI Standard	NJCCC Standard	NCATE	WPU
1. Create and implement <u>lesson plans and units</u>	1, 2, 3, 4, 6, 7, 8	1.0, 2.1-2.4, 3.1-3.5, 4.0	ALL	1	2, 3, 4, 5, 6
2. Demonstrate understanding of <u>assessments.</u>	2, 5	4.0	ALL	1	4, 5
3. Use appropriate student guidance techniques.	2, 3, 6	1.0, 3.1, 5.1	N/A	1	12, 13, 14, 15
4. Create a professional portfolio.	1, 2, 3, 4, 6, 7, 8, 9, 10, 11	1.0, 5.1	ALL	3	9, 10, 12
5. Demonstrate reflective practice by writing weekly entries into a journal.	8, 10, 11	1.0, 5.1	N/A	1	9, 10, 11, 12
6. Communicate with families by describing a written communication.	2, 8, 9	5c	NA	1	18

6. Course Content:

1. NJ Teaching Standards

- a. What is a competent teacher?
- b. What does each standard mean in relation to my practice?
- c. In what ways am I competent in each standard?
- d. How can I best demonstrate my understanding and competence in each standard?

2. Teacher reflection

- a. Are my goals and learning experiences appropriate to the students' level of development?
- b. How well are the children learning? (assessment)
- 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 multicultural students in my class?
- g. How well do I deal with controversial issues?
- h. Do I exhibit positive dispositions?

3. 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. Class management
- f. Issues in integrating technology into the curriculum
- g. Case studies

4. Meeting the needs of students

- a. Teaching diverse students including those who are non-native English speakers
- b. Mainstreaming special needs students including those with autism
- c. Refresher on teaching literacy. Sharing effective practices (e.g. writers' workshop, readers' workshop, literacy centers, literature circles, guided reading groups) and programs in use.
- d. Effective assessment; designing performance based assessments; using rubrics
- e. Organizing integrated instruction, grouping and assessment
- f. Case studies

5. Classroom management

- a. What am I learning about classroom management?
- b. Handling transitions
- c. Creating classroom rules
- d. Class meetings
- e. Following through
- f. Challenging behaviors

6. Professional development

- a. In-school workshops
- b. College sponsored workshops/symposia

- c. Read professional journals/books
- d. Engage in a study group
- e. Join professional organizations (NEA, ASCD, NAEYC, ACEI)
 - 1. Attend conferences
- f. Participate in organization activities

7. Reaching out to families

- a. Conferences
- b. Newsletters and letters home
- c. Including families in their child's education
- d. Maintaining confidentiality
- e. Building relationships

8. Career development

- a. Resume development
- b. Interviewing skills
- c. Credential file development
- d. Development of a portfolio
- e. The job search process

7. Teaching/Learning Methods:

- 1. Group facilitation
 - a. Small group discussion/whole class discussion.
 - b. Brainstorming, prioritizing, consensus building.
 - c. Reports to whole group.
- 2. Presentations on professional and career development.
- 3. Video tape analysis of students' lessons.
- 4. Blackboard discussion group questions

8. Evaluation Methods:

- 1. SLO # 1: Quality of lesson plans and units (use lesson plan/unit rubric). Ability to document student learning.
- 2. SLO # 2: Quality of assessment activities linked to standards (use lesson plan/unit rubric).
- 3. SLO # 3: Quality of classroom management techniques (supervisor observation)
- 4. SLO # 4: Quality of the student portfolio artifacts and reflections.
- 5. SLO # 5: Quality of self assessment and growth as described in the reflections in the journal.

9. Recommended Textbook/Readings: Saphier, J, *The skillful teacher: Building your teaching skills*. MA: Research for Better Teaching, 2008.

10. Preparers' Names and Date: Professor Anthony Coletta et al., Fall, 1998

11. Original Department Approval Date: Fall, 1998

12. **Reviser's Name and Date:** Professors Anthony Coletta and Holly Seplocha, Spring, 2010
13. **Department Revision Approval Date:** Spring, 2010
14. **Bibliography:**

Books

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Websites

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<http://edsitement.neh.gov> (National Endowment for the Humanities)

<http://www.pbs.org/teachers> (Teaching resources)

<http://www.teach-nology.com> (Teaching resources)

<http://rubistar.4teachers.org> (Creating rubrics for performance-based assessment)

<http://www.teachertube.com> (Curriculum-related videos)