RUTGERS
Graduate School of Education

Learning and Teaching
Graduate School of Education
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Internship Seminar
15:255:532:99
Fall 2021
Thursdays 5pm-8pm
Location:
Dr. Melgar:
https://rutgers.zoom.us/j/98032896823?pwd=V1BFWXl4QnI2M3pmN1QwY3B2WHA3dz09
Whole Cohort Meetings:
https://rutgers.zoom.us/j/97607125613?pwd=Z3I0VHlBbHhuVWNwek1wbFBURkk2dz09

Kimberly Melgar, Ed.D.	kimberly.melgar@gse.rutgers.edu
	Office: 218 GSE 10 Seminary Pl. New Brunswick
Office hours: by appointment	Prerequisites or other limitations: Must occur concurrently with student teaching
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X_ Online ___ Other	Permission required: __ No _X_ 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.

PROFESSIONAL STANDARDS INFORMING THIS COURSE

New Jersey Professional Standards for Teaching

1. Standard One: 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.

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.

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.

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.

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

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.

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.

Council for the Accreditation of Education Professionals 2018 K-6 Elementary Teacher Preparation Standards (2018)
Standard 1 - Understanding and Addressing Each Child's Developmental and Learning Needs: *Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.*

> *1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.*
> *1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.*
> *1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.*

Standard 2 - Understanding and Applying Content and Curricular Knowledge for Teaching: *Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.*

Standard 3 - Assessing, Planning, and Designing Contexts for Learning: *Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.*

> **3.a** *– Candidates administer formative and summative assessments regularly to determine* students' competencies and learning needs.
>
> **3.b** *– Candidates use assessment results to improve instruction and monitor learning.*
>
> **3.c** *– Candidates plan instruction including goals, materials, learning activities and assessments.*
>
> **3.d** *– Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.*
>
> **3.e** *– Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.*
>
> **3.f** *– Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.*

Standard 4 - Supporting Each Child's Learning Using Effective Instruction: *Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.*

> **4.a** *– Candidates use a variety of instructional practices that support the learning of every child.*
>
> **4.b** *– Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.*
>
> **4.c** *– Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.*
>
> **4.d** *– Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.*
>
> **4.e** *– Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.*
>
> **4.f** *– Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.*

4.g – *Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.*

Standard 5 - Developing as a Professional: *Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.*

5.a – *Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.*

5.b – *Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.*

5.c - *Candidates participate in peer and professional learning communities to enhance student learning.*

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

The Internship Seminar in Early Childhood/Elementary Education accompanies and supports the student teaching experience. The seminar has three main goals: (1) to provide a safe, supportive forum in which you can reflect on your internship and share your joys, accomplishments, frustrations, and questions; (2) to help you prepare for the job search process; (3) to consider and refine specific strategies for building a caring, inclusive, rigorous learning environment that involves families, fosters students' social-emotional development, and addresses the needs of children with diverse needs. 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. There will be several weeks when we have guest speakers or workshops from Career Services.

COURSE OBJECTIVES

1. To provide a safe, supportive forum for student teachers to reflect on their internship and share their joys, accomplishments, frustrations, and questions.

2. To help student teachers prepare for the certification and job search processes.

3. To consider specific strategies for building a caring, inclusive, rigorous learning environment that involves families, fosters students' social-emotional development, and addresses children's diverse needs.

<u>**Course catalogue description**</u>

The Internship Seminar in Early Childhood/Elementary Education accompanies and supports the student teaching experience. Generally, class sessions will consist of group discussions about what is happening in your internships, a whole class group meeting and activity and discussion on the evening's topic.

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Class materials: Learning, Teaching, & Evaluation Resources are coupled by weeks with similarly themed topics. As developing professionals, you will be expected to select <u>at least one resource for each week</u> to increase your knowledge and understanding of the theme. Discussions and activities in class will draw on your prior and developing knowledge and your intentional use of the resources. All materials will be available on Canvas.

<u>**Seminar Grading & Activities**</u>

Seminar Grading

Class Participation	20%
Professional Reflections, & Overall Analysis	20%
Clinical Teaching Work Sample 2 (CTWS2)	(Total 60%)
Lesson Plan & Planning Analysis/Commentary	20%
Teaching Video & Instruction Analysis/Commentary	20%
Student Assessment Artifacts & Analysis/Commentary	20%

Class Participation (20%)
You've taught all day, you're tired, you have lesson plans to do, and there's a big pile of assignments to assess and emails to respond to. It's easy to check out of class and do the work that's more pressing - but seminar will succeed or fail according to the extent to which students participate. Our interactions truly create this course. Your active engagement in course discussions and activities and sensitivity to your peers' needs and concerns is expected and appreciated. It is also expected that you bring the appropriate items to class (listed on the syllabus) to prompt and inform our discussions. 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*.

In this course, you will become a member of a Critical Feedback Team. Your teammates will depend on you for feedback and guidance. A portion of your Class Participation grade is dependent on your role in this team and the completion of informal assignments related to this work. In part, this course has been designed to aid you in completing teacher certification requirements. To avoid instructor influence on your work, the portfolio you complete for certification will not be able to be critiqued by your instructor or university supervisor. You will have to rely heavily on your peers to aid you in reviewing, analyzing, and improving upon your instruction and the analysis and reflection of it. Several times throughout the course, you will be asked to review the work composed by your peers. This process will mutually benefit both the reviewers and the reviewees.

Professional Reflections & Overall Analysis (20%)
Highly effective educators constantly and consistently reflect on their practice. They Critically consider the work they have done to set up the learning environment, plan for instructional experiences, and intentionally use data to evaluate the effectiveness of the implementation of that instruction. They also look beyond the classroom and consider how experiences with colleagues, families, and the school and local community shape their thinking and teaching. Highly effective educators also understand that the work of teaching and professional development cannot be

done alone. Educators who are members of professional communities, with shared norms and goals, work collaboratively to improve their practices as they support each other in their navigating challenges, overcoming obstacles, and celebrating successes. Throughout your student teaching internship, and as members of a professional student teaching community, you will be asked to reflect on your clinical experiences and collaboratively work through challenges and celebrate successes through *Professional Reflections*.

Professional Reflections: The due dates for these reflections are somewhat flexible as they are due every other week (or on the even weeks of the course: Weeks 2, 4, 6, 8, 10, & 12). You can post any day within the two-week window and are welcome to post more often if you choose. Reflections can come in a variety of products. You can write, video-/audio-record your reflection, or express them in another form (i.e. poetry, collage, slides, etc.). As part of the professional community, you will be expected to read and respond to your peers' *Professional Reflections*. Prompts will be offered to guide what you might say in response to a peer who, for example, is struggling, or to celebrate the achievement of a peer who has shared something great. The reflections and trends within them will also, in part, be used to inform our course curriculum and instruction.

Analysis: At the end of the semester (Week 14), you will look back over your *Professional Reflections* and compose an analysis of what you have learned as a teacher, what continues to challenge you, and some of the actions you intend to take to continue to expand your expertise.

Clinical Teaching Work Sample 2 (CTWS2) (60%)

For the Clinical Teaching Work Sample 2 (CTWS2) tasks, you will plan a lesson, record yourself teaching it, and collect students' assessment artifacts from it. Using academic language and research from the field, you will compose both descriptive and analytical commentary on the lesson plan, instruction, and assessments (see *edTPA Handbooks Tasks 1-3*). On a predetermined date, you will bring in an artifact (i.e. lesson plan, video, and student assessment artifacts) and a draft of analysis/commentary for each of the three areas. <u>The draft should be composed prior to the day you present and drafts of documents should be provided to your Critical Feedback Group on the day you present.</u>

Prior to beginning the CTWS2, determine which edTPA you will be completing. If you choose to focus your commentary responses more toward the edTPA, your instructor can be flexible about allowing you to use the edTPA handbook questions instead of the CTWS2 questions for this assignment.

- ***Task 1: Lesson Plan & Planning Analysis/Commentary (20%)*:**
  For your CTWS2, you will design a 30 minute lesson. Prior to teaching this lesson, you will submit it to your cooperating teacher for feedback. This lesson will be one embedded in a set of 3-5 lessons (learning segment) on the same topic/focus.
    - Your lesson plan should not be longer than four pages.
    - It should include content standards, clearly written objectives, formal and informal assessments aligned with the objectives, and instructional strategies and

learning tasks that support diverse student needs. (Use the lesson plan template provided by the instructor.)
- o   You will also include any resources or materials used to engage students in learning.

Once you have received feedback on the lesson from your cooperating teacher, you will complete the corresponding Planning Analysis/Commentary Prompts (see both the CTWS2 assignment and edTPA Task 1). Prepare a draft of the Lesson Plan and the Planning Analysis/Commentary to class for Critical Feedback Team review. Within one week of this meeting, you will submit the final drafts of your Lesson Plan and Planning Analysis/Commentary to LiveText.

- ● *Task 2: Teaching Video & Instruction Analysis/Commentary (20%):*
  Plan a day to teach and record your lesson. On an assigned day of Seminar, you and your Critical Feedback Team will view your teaching video and your Instruction Analysis/Commentary draft.

  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 meeting when you are assigned. **This means that you will be responsible for ensuring that you can play your 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.

  Your teammates will provide feedback to help you extend your thinking about the lesson. 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 reflections. 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. Following this meeting you will revise your responses to the Instruction Analysis/Commentary Prompts and submit the final draft and Teaching Video to LiveText the following week. (This teaching video also "counts" as one of your formal observations conducted by your Seminar instructor.)

- ● *Task 3: Student Assessment Artifacts & Assessment Analysis/Commentary (20%)*:
  Select one assessment from your lesson that you used to evaluate students' developing knowledge and skills. It should be one that was completed by the whole class (or small group depending upon your lesson structure). In this analysis you will define the evaluation criteria used to analyze student learning, collect, and analyze student work to identify quantitative and qualitative patterns of learning. You should then choose three students to whom you provided specific feedback. Choose students from what you perceive to be varying levels of proficiency (i.e. one high performing, one "average," and one low performing). This feedback should be documented to demonstrate how you differentiated instruction for each student. This should include the actual feedback, not a

description of the feedback. (It could be presented as a script/dialogue between the teacher and student(s).) These artifacts along with your draft of your Assessment Analysis/Commentary should be brought to class on the assigned day for peer review. Within one week of this meeting, your Student Assessment Artifacts and Assessment Analysis/Commentary are due to LiveText.

edTPA Requirements

All students:

Task #1 - Planning: Teacher candidates (TCs) will create 3-5 days worth of lessons for literacy instruction. They will submit these lessons and the related materials and resources as well as to compose planning commentary.

Task #2 - Instruction (Teaching Segment): TCs will cut and submit 10 minute video clips of themselves teaching the literacy lessons (planned as Task #1). They will reflect on their instruction in the commentary using research and academic language. Even if the instruction does not demonstrate proficient teaching, the TC should be skilled in analyzing and reflecting on it explaining how it could be improved upon.

Task #3 - Assessment: TCs will be required to plan an assessment and a rubric/checklist to assess learning. They will then be required to administer the assessment and gather students' work samples. Thereafter, they will compose a summary and analysis of the whole class and more detailed analysis of three students' work samples using these tools. In addition, they will be asked to include commentary using research and academic language.

Elementary Education TCs:
Task #4 - Math assessment

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, call, email, or meet with your instructor 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.
- Evidence of professional habits of thinking and communication: Do you demonstrate the ability to reflect on your own practice? Does your work 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: Are your artifacts well-written and free of mistakes? Are they up to the standards of a professional teacher?

LETTER GRADE EQUIVALENTS

90-100	A
85-89	B+
80-84	B
75-79	C+
70-74	C
Below 69	F

ATTENDANCE

If your cooperating teacher or the principal asks you to participate in a school event on a Thursday you should check with your Seminar instructor 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 1/2 grade; 3 absences--reduction of full grade; 4 absences--failing grade in course.

STATEMENT ON 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 Rutgers University Academic Integrity Policy for a full explanation of policies.

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Course Agenda

Session Topics & Essential Questions	Session Dates, Meetings Structures, & Links	Learning, Teaching, & Evaluation Resources	Assignments
Classroom Culture: *How is a culture for learning developed?*	**1:** 9/2 **2:** 9/9 Meet with Elementary Ed Cohort	Learning & Teaching Resources ● *Developing Empathy to Build Warm, Inclusive Classrooms* (Price & Steed, 2016), NAEYC ● *Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior* (Kaiser & Rasinksky, 2020), NAEYC ● Quick-Guides to Inclusion, Guide #3: Considerations about the Cultural Nature of Inclusion, Teaching, & Learning (Harry, B. & Alfredo, A. 2007) ● Educators Turn To Bitmoji to Build Community and Engagement (Edutopia) Evaluation Resources ● Danielson Domain 2a: Creating an Environment of Respect & Rapport & 2b: Establishing a Culture of Learning ● edTPA Rubrics #2 & 3	● Review the syllabus ●Professional Reflection #1
Knowledge of Students: *How can teachers leverage their knowledge and understanding of students when planning lessons and assessing learning?*	**3:** 9/16 **4:** 9/23 Meet with Elementary Ed Cohort Parent/Family Panel	Learning & Teaching Resources ● Culturally Responsive Teaching:4 Misconceptions, *Cult of Pedagogy Podcast* ● *Education in a Multicultural Society: Our Future's Greatest Challenge* (Delpit, L., 2006) ● GSE Excellence and Equity in Remote Learning, Session 1: Learning from Parents and Caregivers ● Teaching Tolerance: *Critical Practices for Anti-Bias Education, Family & Community Engagement* (2014)	Submit questions for partnership school parent & families ●Professional Reflection #2 ●Review feedback your CTWS 1 from Literacy Development (Task 1)

		Evaluation Resources ● Danielson Domain #2: The Classroom Environment ● edTPA Rubrics #6-10	
Designing Coherent Instruction: *What do teaching think about when identifying learning goals, planning instructional strategies, and differentiating learning supports? How do teachers intentionally link these things?*	**5:** 9/30 – CFT meet w/ instructor in small groups 10-15 minute/intern (see your scheduled conference time)	Learning & Teaching Resources ● *Understanding by Design*, Chapter 1: Backward Design (Wiggin & McTighe, 2005) ● *Understanding by Design*, Chapter 2: Understanding Understanding (Wiggin & McTighe, 2005) ● Backward Design: The Basics, *Cult of Pedagogy Podcast*	● Lesson Plan Graphic Organizer (ready to share and discuss @ conference)
	6: 10/7	Evaluation Resources ● Danielson Domain #1: Planning & Preparation ● edTPA Rubrics #1-5	● Professional Reflection #3 ● CTWS 2 Task #1 (Lesson Plan & Planning Analysis) Due to Live Text ● CFT Member #1 shares CTWS 2 Task #2 with CFT (Final draft due one week later)
Begin planning your "Learning Segment"(edTPA Task 1) in Clinical Practice			
Engaging Students in Learning: *How can teachers create learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement, and self motivation?*	**7:** 10/14	Learning & Teaching Resources ● Emdin, C. (2007, October). Teaching teachers how to create magic. Retrieved from https://www.ted.com/talks/christopher_emdin_teach_teachers_how_to_create_magic#t-405346	● CFT Member #2 shares CTWS 2 Task #2 with CFT (Final draft due one week later)
	8: 10/21	● Teaching Tolerance: *Critical Practices for Anti-Bias Education, Instruction* (2014) ● *Student-Centered Model of Blended Learning* (Edutopia) ● *An Overview of Cooperative Learning* (Johnson & Johnson, 1994) Evaluation Resources ● Danielson Domains #1 Planning & Preparation & #3: Instruction ● edTPA Rubrics #1-5 & #11-15	● Professional Reflection #4 ● CFT Member #3 shares CTWS 2 Task #2 with CFT (Final draft due one week later)

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Teach "Learning Segment" (edTPA Task 2) in Clinical Practice			
Designing and Using Assessments in Instruction: *How does the design, method and use of assessment engage learners in their own growth, monitor learners' progress, and to guide the teacher's and learner's decision making?*	**9:** 10/28	Learning & Teaching Resources ● *How Teachers Can Turn Data into Action*, Chapter 3: Determining Gaps and Goals (Venables, D.) ● *Beyond Standards Based Grading* (Feldman, J.) ● *Advancing Formative Assessment in Every Classroom*, Chapter 3: Shifting from Correcting to Informing Feedback That Feeds Forward (Moss & Brookhart) Evaluation Resources ● Danielson Domains #1 Planning & Preparation & #3: Instruction ● edTPA Rubrics #1-5 & #11-15	● CTWS 2 Task #3 draft of commentary (and student work samples/artifacts) ready to share with CFT
	10: 11/4 ***Begin/Continue working on edTPA submissions NO CLASS***		● Professional Reflection #5 ● CTWS 2 Task #3 (Student Assessment & Analysis) Due to Live Text
	11: 11/11	See above Learning, Teaching, Evaluation Resources	● Submit questions for partnership school administrators & GSE Alumni/1st year teachers
1. Administrator Panel 2. Resume & Interview Workshop	**12:** 11/18 Meet with Elementary Ed Cohort	● Professional Reflection #6 ● Bring questions for GSE alumni – 1st year teachers ● Bring cover letter and resume	
Thanksgiving Break			
1. GSE Alumni: 1st Year Teachers: Becoming Professional Educators	**13:** 12/2 Meet with Elementary Ed Cohort		

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2. Professional Competency Portfolio		
Best Activities & Words of Wisdom for next year's student teachers!	**14:** 12/9 Meet with Elementary Ed Cohort	● Professional Reflection Overall Analysis ● Choose a lesson or activity that you are most proud of and prepare a one-page description/steps of it. **Post this page to [Padlet](#) (with your name on it) by midnight 12/8.**

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References

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