

# INTERNSHIP II, SCED 695

## The College of New Jersey

### COURSE DESCRIPTION:

In this course, candidates complete **350 hours of observation, planning, and teaching either in their own classroom or in the classroom of an exemplary teacher who has been selected by the school administrator.** The candidate receives feedback and guidance from the TCNJ professor, who also ensures that the candidate has the high level of knowledge and skills to successfully complete the **\*\*edTPA assessment of teacher performance.** Each candidate also has an on-site cooperating teacher/administrator who assesses the candidates teaching dispositions and performance and submits these evaluations to the professor. The field experience takes place in an English language 7-12 classroom in the student's certification area, and cooperating administrators/teachers and TCNJ professors are certified in that area. **The TCNJ professor manages the course message board, acts as a liaison with the on-site cooperating teachers/administrators, and assesses lesson plans and videotapes of lessons submitted by the candidate both in relation to the edTPA and in addition to it.** Topics covered in message board assignments include, but are not limited to: lesson and unit planning, delivery and use of assessments; instructional technology; differentiation; classroom management; collaboration; and working with families.

**\*\*edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need in the classroom. During this course, students must prepare a portfolio of materials demonstrating readiness to teach through lesson plans; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. This course will require students to submit unedited video recordings of themselves at work in a real classroom as part of their portfolio.**

### CONNECTIONS TO THE SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK:

The School of Education's Conceptual Framework calls for creating teachers and other education professionals who are agents of change. This entails:

- Demonstrating Subject Matter Expertise
- Demonstrating Excellence in Planning and Practice
- Demonstrating a Commitment to All Learners
- Demonstrating a Strong, Positive Effect on Student Growth
- Demonstrating Professionalism, Advocacy, and Leadership

This course will explore the subject knowledge that a teacher requires, teach a planning model that leads to excellent lessons, ask students to look closely at children's learning, and require students to frame and respond to classroom issues in a professional manner.

**Live Text: This is an electronic portfolio and assessment system. Every student in a professional program is assessed a one-time fee of \$139 which is paid via your tuition bill. Students will use this system to upload this course's assignments for edTPA.**

**Please visit <https://offsitegrad.tcnj.edu/resources-for/forms/> to learn how and why students register for LiveText.**

**REQUIRED READING MATERIALS: On Canvas**  
SCED 695 – Oct. 22, 2018

## DESCRIPTION OF GRADED ASSIGNMENTS:

- I. **Classroom observation and teaching and reflection (10%):** Students will complete **350 hours** in an approved classroom setting. Documentation of the hours by a school administrator or cooperating teacher must be submitted, and this individual completes TCNJ's Dispositions and Teaching Performance assessments and also completes a final evaluation of the candidate. The assessments of the candidate's teaching performance and dispositions comprise 10% of the candidate's grade. (Due at end of course)
  
- II. **Bi-weekly discussion board posts (15%):** Students will respond to prompts on the canvas discussion board and will engage in dialogue with their classmates. (For due dates, see attached schedule)
  
- III. **Lesson Planning (25%):** The student will submit a 3-lesson segment and demonstrate how it connects to **the edTPA categories** of:
  - a. Planning for understanding (creating a connected segment of instruction)
  - b. Planning to support varied student needs
  - c. Using knowledge of students to support learning
  - d. Academic language
  - e. Planning assessments

This segment may not be the one that the student actually uses for **the edTPA** but is practice for it. (Due at end of week 3)

- IV. **Instruction (25%):** Students will record themselves teaching 1 lesson and will submit this to their professor early in the semester. The student will analyze their submission using **the edTPA** categories of:
  - a. Creating a positive learning environment
  - b. Engaging students in learning
  - c. Deepening student learning
  - d. Subject specific pedagogy
  - e. Analyzing teacher effectiveness

The videotape analyzed for this assignment may not be part of the student's actual **edTPA submission**, but it practice for it. (Due at end of week 5)

- V. **Assessment (25%)** Students will collect a piece of student work that serves as an individual assessment, analyze whole class and individual student performance on the assessment, give feedback to students and suggest ideas for future instruction. The analysis of the submission will use **the edTPA categories** of:
  - a. Analysis of student learning (whole class)
  - b. Providing feedback
  - c. Ensuring student understanding of feedback
  - d. Analyzing academic language
  - e. Using assessment to inform instruction (Due at end of week 7)

*Please note: All written assignments must be type double-spaced, 12pt. Times New Roman font, with one inch margins. No late assignments will be accepted except under special arrangements (set prior to the due date) with me. Late assignments may result in loss of points.*

### Final Grade Calculations

A = 94.0 - 100.0

A- = 90.0 - 93.9

B+ = 87.0 - 89.0

B = 83.0 - 86.9

B- = 80.0 - 82.9

C+ = 77.0 - 79.9

C = 73.0 - 76.9

C- = 70.0 - 72.9

### ACCOMMODATIONS:

Please notify me if you need any accommodations or learning supports.

### ACADEMIC HONESTY POLICY:

Students are expected to abide by the College's academic honesty practices. Plagiarism is the willful presentation of another person's writings, opinions, or thoughts as one's own, without proper credit and documentation. It also includes submitting an assignment (or a variation of one) previously used for another class without permission of both instructors.

Any student who deviates from the Academic Honesty Policy can expect that the instructor will pursue all appropriate disciplinary procedures. Students in this and/ or other graduate classes at The College of New Jersey should be sure to note the section entitled "General Academic Policies and Procedures" in the TCNJ Graduate Bulletin.

### DISCUSSION BOARD SCHEDULE

<u>Week</u>	<u>Reading(s)</u>	<u>Discussion Question(s)</u>
<b>2: How do we make great teachers? Can we?</b>	Great Teachers Star Teachers Building a Better Teacher	1. What do you think are attributes/skills/competencies that <b>all</b> teachers should possess? 2. What are the characteristics of exemplary teachers as described in the readings? Do you agree with each of the authors- why or why not?
<b>4: Working with ELLs</b>	Setting the Foundation: Working with ELLs	How does your school provide support for ELLs? Do you feel it is effective? What ideas do you have for how you can improve your own effectiveness when working with ELLs?
<b>6: Assessment</b>	Learning to Love Assessment (Tomlison) Non-Negotiables of Differentiation (Tomlinson-Ch1) Assessment (McTighe)	What effective teaching strategies have you used or observed? What made them effective? (evaluate in terms of the readings)
<b>8: Classroom management</b>	Class Management (Marzano)	Post your most challenging classroom management dilemma on discussion board. Choose two of your classmates' dilemmas to

		discuss- provide suggestions for an effective approach.
<b>10: Technology in the classroom</b>	Our Brains Extended	What are the pros and cons of technology in the classroom? Share one effective tool or lesson (that utilizes technology) and explain how it can foster effective learning.
<b>12: Working with Families</b>	Working with Families/ Opening Doors discussion	Choose one of the scenarios provided on the discussion board. Use the suggestions from the article to create a plan for addressing the issue.

## BIBLIOGRAPHY

Berg, Helen, Mary Petron and Barbara Greyback. "Setting the Foundation for Working with English Language Learners in the Secondary Education Classroom." *American Secondary Education* 40.3 (2012): 34-44.

Carlisle, Erin, Lindsey Stanley and Kristen Mary Kemple. "Opening Doors: Understanding School and Family Influences on Family Involvement." *Early Childhood Education Journal* 30.3 (2005) 155-162.

Ducharme, Edward. "The Great Teacher Question: Beyond Competencies." *Journal of Human Behavior and Learning* 7.2 (1991) 53-61.

Green, Elizabeth. "Building a Better Teacher." *New York Times*, 2 March 2010, p. MM30-5.

Gregory, G. H., & Chapman, C. (2002). Differentiated instructional strategies: One size doesn't fit all (2<sup>nd</sup> edition). Thousand Oaks, CA: Corwin.

Haberman, Martin. "The Beliefs and Behaviors of Star Teachers." *Teacher's College Record* August 5 2011.

Marzano, Robert, Jana Marzano and Debra Pickering. *Classroom Management that Works: Research-based Strategies for Every Teacher*. ASCD: 2003.

Pelletier, C. M. (2000). A handbook of techniques and strategies for coaching student teachers. Boston, MA: Allyn & Bacon.

Prensky, Marc. "Our Brains Extended." *Educational Leadership* 70.6 (2013): 22-27.

Reed, A. J. S., and Bergemann, V. E. (2005). A guide to observation, participation, and reflection in the classroom (5<sup>th</sup> edition). Boston, MA: McGraw Hill.

Sousa, David A and Carol Ann Tomlinson. *Differentiation and the Brain*. Solution Tree: 2010.

Tomlinson, Carol Ann. "Learning to Love Assessment." *Educational Leadership*. 65.4 (2007): 8-13.