Clinical Teaching Internship/Seminar I EDUC 6571
Clinical Teaching Internship/Seminar II EDUC 6572
Second Language Acquisition: Clinical Internship I EDUC 6576
Second Language Acquisition: Clinical Internship II EDUC 6577

I. Course description:

First year teachers undergo clinical supervision by a college faculty member with the support of a school-based professional team. Each observation is followed by a post-observation critique session. Concurrently, the first year teachers attend three seminars each semester where problems arising in professional practice are addressed.

II. Course Rationale:

Following the six- to seven-week Practicum which usually occurs early in the course of study teaching candidates, if they get a job, are exempt from the state's 20-day supervised time period when they take the Clinical Internships. Practicum students who do not find a teaching position may substitute an assistantship program as an alternative to receive a Certificate of Eligibility with Advanced Standing upon completion of the prescribed program.

III. Seminar Description:

Three (3) seminars provide an opportunity to discuss problems and successes with their colleagues and the seminar leader.

IV. Course Standards

Upon completion of this course, pre-service and in-service teachers will demonstrate competencies based upon New Jersey Professional Standards for Teachers as follows. A complete listing of these standards can be found at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Standard One: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Standard Two: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Standard Three: Diverse Learners: Teachers shall understand the practice of culturally responsive teaching.
Standard Four: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Standard Five: Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Standard Six: Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Standard Eight: Communication. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

Standard Nine: Collaboration and Partnerships. Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students’ learning and well-being.

Standard Ten: Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Standard Eleven: Professional Responsibility
Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

V. Course objectives: The students will:

A. participate actively in communicating issues, problems, and successes they experience in their first year of teaching;

B. demonstrate reflective practice and personal growth by identifying effective classroom management strategies they have employed and those that they recognize need improvement;

C. explain how they have created a healthy classroom environment in their classrooms through the use of effective strategies;
D. share and apply effective lesson and unit planning strategies they use to address the New Jersey Core Curriculum Content Standards (as appropriate to the level being taught) [http://www.state.nj.us/njded/cccs/](http://www.state.nj.us/njded/cccs/) in their disciplines and the curriculum;

E. assess the support they have received from their assigned mentors and support team as well as the FDU supervisor and how they have implemented recommendations in their teaching practices;

F. demonstrate how they work effectively with parents, care-givers, and families to develop relationships that support their students’ learning and well-being;

G. evaluate their personal views of teaching now that they are first year teachers.

VI. Required text


VII. Required Novell and WebCampus (Blackboard) accounts

For clinical internship courses, you are required to have an FDU webmail account in order to use Blackboard.

VIII. Seminar outline

<table>
<thead>
<tr>
<th>Session*</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1/</td>
<td>Sharing experiences related classroom management, creating healthy classroom environments, effective classroom management strategies used; areas needing improvement; working with college supervisors, mentors, colleagues, and parents; getting ready for parent conferences</td>
</tr>
<tr>
<td>Session 2/</td>
<td><strong>Planning:</strong> review of formats, allocation of time, pacing, gearing instruction to meet students’ needs, interests, abilities and the <strong>NJCCCS</strong>; effective questioning techniques that facilitate higher order thinking skills. <strong>Assessment</strong> of student learning: outcome-based, alternative, and authentic assessment; grading practices and procedures. <strong>Professional Development:</strong> NJEA Conference, workshops, professional organizations.</td>
</tr>
<tr>
<td>Session 3/</td>
<td>Personal assessment of your progress: re: classroom management, lesson and unit planning, assessment, working with parents, colleagues, mentors, and supervisors. Professional development; effective teaching strategies; direct instruction, small groups, role-playing, simulations, mastery learning, etc. Sharing effective strategies utilized as well as problems occurring when using a strategy. Discuss ways to improve your implementation of strategies.</td>
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</tbody>
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Log due.

*Session dates will be announced via FDU webmail and Blackboard

IX. Requirements /performance tasks

a. Handle a variety of teaching tasks in a clinical setting.

b. Demonstrate competencies in the **NJPST 1-10** and in addressing the **NJCCCS**;

c. Attend three seminars; participate in class discussions and activities;

d. Build a Personal Professional Portfolio demonstrating how you are addressing five of the **NJPST** as well as the **NJCCCS**; articulate your personal philosophy of education; include a self-reflection piece on your personal growth and areas needing improvement.
<table>
<thead>
<tr>
<th>Assignments/Performance Tasks</th>
<th>Criterion</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Task #1</td>
<td>Successful completion of all teaching duties</td>
<td>90%</td>
</tr>
<tr>
<td>Performance Task #2</td>
<td>Participation in seminar class sessions and assignments</td>
<td>5%</td>
</tr>
<tr>
<td>Performance Task #3</td>
<td>Presentation Portfolio</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Performance Tasks/Assignments:**

**Performance Task #1 (Performance in the Classroom): 90% of grade**

Students during the each half of their first professional year of teaching will be observed and supervised six times. An FDU supervisor will assess your progress in terms of your competencies in the NJPST and addressing the NJCCCS. Your FDU supervisor will evaluate your performance in the classroom.

**Performance Task #2 (Class Participation): 5% of grade**

Students are expected to attend all three seminars. You will be evaluated on your class participation during the seminar. You will be expected to come prepared to discuss authentic issues you are facing in your teaching; assist others, when possible, with suggestions and useful resources; and share issues you would like addressed.

**Performance Task #3 (Building a Presentation Portfolio): 5% of grade**

During your provisional year of teaching you are to maintain a personal professional portfolio that demonstrates your competencies in achieving the New Jersey Professional Standards for Teachers and the New Jersey Core Curriculum Content Standards. You will need to create a portfolio that includes:

1. A brief statement of your philosophy of education and how it guides you in your teaching practices. (150 words)
2. Samples of your FDU Supervisor’s assessment of your teaching (at least 2) You are to review that NJPST and, using the following standards: 1,4,5,6,8, provide evidence of how you are meeting them. For example: include a lesson plan, a rubric, a list of rules for behavior in class, or a note from a parent indicating how you have helped his/her child.
   a. State the standard addressed
   b. Include your evidence
   c. Explain your choice

**INDIVIDUAL PORTFOLIO PRESENTATION**

You are required to develop a “Presentation Portfolio” as a final assignment for this course. The portfolio will demonstrate the pre-service teacher’s involvement in specific areas of professional training and the level of competency attained as measured by nationally recognized teacher performance standards. Reflection and thoughtful analysis weigh heavily in the instructor’s review of all work and class participation. FDU’s policy on plagiarism will be in effect.

The work samples included will cover a range of competencies reflective of teacher performance standards. The portfolio must include the following:
1. Cover Page: Your name, address, telephone number, e-mail address

2. Table of Contents: List each component of the portfolio.

3. Personal Data: Resumé, statement of philosophy of education, Praxis scores, transcript, letters of recommendation (supervising teacher, clinical supervisor, professors, department chairperson and/or principal)

4. Planning and Preparation: Include sample lessons and/or unit plan. Note how you utilized different models of teaching to address individual needs of students and how you worked with diverse learners.

5. Classroom Environment: Note how you promoted a healthy classroom environment and utilized classroom management strategies effectively. Include any special projects or activities you utilized during your teaching experiences.

6. Curriculum & Instruction: Note how you engaged students in their own learning. Provide examples of how you assessed students and provided feedback on their progress. Include how you use technology to support instruction and integrate the NJ Core Curriculum Content Standards.

7. Professional Responsibilities: Comment on your experience and/or growth as a teacher in a reflective summary. Note how you communicated with parents, peers and others. If you participated in professional development activities or supported school/district initiatives, be sure to include them in this section.

8. Other Areas: Include samples of work, pictures, notes to you from colleagues, parents or others which comment on your knowledge, skills and/or abilities. You may want to take photos of bulletin boards, centers or activities you have been engaged in that show what you have done. If you take pictures of students, you must obtain permission.

Please check the grading rubric before you turn in your portfolio.

This task addresses New Jersey Professional Standards 1.1, 1.3, 2.1, 7.8, 8.1, 8.3, 8.4, 10.1, 10.3, 10.5, 10.6

X. Recommended related websites

New Jersey Professional Standards for Teachers
This link will take you to the New Jersey Professional Standards for Teachers. You will find the complete listing of all indicators for each of the 10 standards.
http://www.state.nj.us/njded/profdev/profstand/standards/.pdf

New Jersey Core Curriculum Content Standards
This link will take you to the New Jersey Department of Education website. The link leads directly to the Core Curriculum Content Standards (CCCS). Revisions as of February 2004.
http://www.state.nj.us/njded/cccs/

New Jersey Department of Education
This link will take you to the home page of the New Jersey Department of Education. http://www.state.nj.us/education
XI. FDU, School of Education, and Instructor policies

e. Attendance

i. Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p. 13)

ii. The School of Education’s Policy Committee met and suggested the following for graduate classes which meet for 15 sessions:

1. Attendance is required in all our classes
2. 3 absences, grade drops by a half a grade
3. 4 absences, grade drops by one full grade
4. 5 absences, the student fails or withdraws from the class

f. Academic integrity

i. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future (FDU, 1966, p. 5).

ii. Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chairperson or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor. (FDU, 2002, p. 15)

g. Graduate Programs – Grading and similar policies

i. Grades:

1. Weighted grades: A, A-, B+, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

2. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
3. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

ii. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

iii. Degree Requirements and Academic Probation

1. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.

2. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

3. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

4. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

h. Undergraduate Programs – Grading and similar policies

i. Grades

1. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.

2. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

3. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

ii. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

iii. Degree Requirements and Academic Probation:
1. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.

2. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.

3. An undergraduate program of study must be completed within a period of ten years.

i. **Student Academic Services**

j. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

k. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

l. **Policy on course completion**

m. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)

n. A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

o. **Student responsibilities regarding fulfilling course requirements**

The following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements:

It is expected that students enrolled in courses and programs in the FDU SOE take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

p. **Picking up graded papers**

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

q. **Instructor-specific policies**

Students will have the opportunity to resubmit an assignment in order to satisfy the desired outcomes for the course. They must meet with the instructor to review necessary revisions.
r. **Disclaimer**

This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

s. **References**


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