I. Course description:
Assistant teachers are placed in the classroom under the supervision of a mentor teacher for six to eight weeks. They also undergo clinical supervisions by a University faculty member. Each observation is followed by a post-observation critique session. Concurrently, teaching assistants 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 who do not find a teaching position may substitute a four-credit assistantship as an alternative to the two Clinical Internships (two credits each) in order to qualify for 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 Interstate Teacher Assessment and Support Consortium Standards as follows. A complete listing of these standards can be found in Appendix i as well as at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

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 http://www.state.nj.us/njded/cccs/ and standards in their disciplines and the curriculum as applicable.;

   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.

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

Session Topic

Session 1/
- Sharing experiences related to the start of school year, 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

Session 2/
- Planning: review of formats, allocation of time, pacing, gearing instruction to meet students’ needs, interests, abilities and the NJCCCS; effective questioning techniques that facilitate higher order thinking skills.
- Assessment of student learning: outcome-based, alternative, and authentic assessment; grading practices and procedures.
- Professional Development: NJEA Conference, workshops, professional organizations.

Session 3/
- Personal assessment of 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.
- Log due.

IX. Requirements /performance tasks
A. Handle a variety of teaching tasks in a clinical setting.

B. Demonstrate competencies in the INTASC 1-11 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 INTASC as well as the NJCCCS; articulate your personal philosophy of education; include a self-reflection piece on your personal growth and areas needing improvement.

Assignments/Performance Tasks: Criterion Percentage of grade

- **Performance Task #1** Successful completion of all teaching duties 80%;
- **Performance Task #2** Participation in seminar class sessions and assignments 10%;
- **Performance Task #3** Presentation Portfolio 10%

Performance Tasks/Assignments:

Performance Task #1 (Performance in the Classroom) 80%: Students doing their assistantship will be observed and supervised three times. An FDU supervisor will assess your progress in terms of your competencies in the INTASC and addressing the NJCCCS. Your FDU supervisor will evaluate your performance in the classroom.

Performance Task #2 (Class Participation) 10%: 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 (Presentation Portfolio) 10%: During your assistantship you are to maintain a personal professional portfolio that demonstrates your competencies in achieving the Interstate Teacher Assessment and Support Consortium Standards and the New Jersey Core Curriculum Content Standards. See **INDIVIDUAL PORTFOLIO PRESENTATION (Appendices ii, iii, iv, v)**

X. Recommended websites

- NJ Core Curriculum Content Standards [http://www.state.nj.us/njded/cccs/](http://www.state.nj.us/njded/cccs/)
- WIDA Standards
- National Standards for World Languages