RIVIER COLLEGE
MA 635: Internship/Seminar in Secondary Teaching
Wednesday, 4-6
Spring 2005

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Office Hours: M 1-3, T 10-12, W 3-4, R 10-12

Brief Course Description
This weekly seminar is required by the State of New Hampshire and Rivier College to be part of your
teaching internship. It is designed to provide you with professional, academic, and emotional support while
you complete your teaching internship. The seminars will focus on a variety of professional topics and
activities to support your entry into the teaching profession. Your grade will be determined by the quality of
your on-site teaching performance, your attendance and participation in seminar, and the competent
completion of the work assigned.

Required Readings
You will have assigned readings in handouts. Also, you are expected to read a professional journal in your
subject discipline each month (ie. Hispania, Math Teacher, Social Studies, The English Journal, School Arts
etc.), and I encourage you to read other quality educational journals such as Educational Leadership, Phi Delta
Kappan, and Media and Methods when they are available to you. If you do not subscribe to a professional
journal and your school does not have them available, you can find them in Regina Library.

Objectives
• To provide an open forum for you as you move from educational theories to the realities of classroom
  practice;
• To provide a supportive atmosphere for you to solve and/or deal with the wide variety of educational
  problems teachers confront in classrooms;
• To establish the practice of reflective assessment of your performance which is essential for ongoing,
  professional growth;
• To help you live up to your responsibility to provide challenging and meaningful curricular experiences
  for your students;
• To emphasize the importance of your direct teacher involvement with student learning and student
  activities;
• To reinforce the ethical, legal, and professional responsibilities you assume as a teacher;
• To encourage your professional involvement with colleagues and your participation in professional
  organizations;
• To reinforce your need as a teaching professional to stay current through reading journals, attending
  and presenting at conferences, and continuing with, at least, periodic course work.

Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the
  teacher.

Parker Palmer
Requirements
For this seminar you are expected to:

- attend and participate actively in weekly seminar discussions;
- notify the seminar director if you must be absent from your school or a seminar meeting;
- complete assigned readings and the weekly work (described below);
- observe and analyze other classes (described below);
- check in with your discipline supervisor at Rivier every two weeks;
- develop and perfect goals oriented planning;
- develop a specific and detailed written concept of an excellent teacher.

Work Due Weekly
1. a copy of your teaching plans (which must include goals and assessment method(s));
2. an assessment of your previous week's teaching performance (one typed paragraph);
3. a reflection on an issue, observation, or challenge you confront as a teacher. Your reflection should demonstrate your intellectual, professional, and/or emotional involvement in your teaching (one typed page).

N. B. During the course of this semester, I expect to receive 12 assessment/reflectons and 10 sets of weekly plans.

Observations: You will observe eight other classes during the first eight weeks of your internship—that is one class period a week. Four of these should be in your discipline (other than your cooperating teacher, if possible) and four should be in other academic and non-academic subjects. Notice the types and quality of the teaching and learning, the specific pedagogical skills of the teacher, the levels of involvement of the students, the effectiveness of the methods, and how this class fits in with the students' total school experience. In your one page report on each observation, briefly identify the subject and substance of the class and the age and type of students. Then, focus your comments on your professional/personal reaction to the teaching and learning that you observed.

These observations will be very different than your Pre-Student Teaching Experiences because they force you to examine the culture and learning of other classrooms in light of your own. They will also provide you with a broad understanding of students and the academic and social school experiences in your school. The academic and social culture of each school and classroom is different.

Expected Learning Outcomes are that you become:

✓ an effective classroom teacher who provides students with challenging and meaningful learning experiences;
✓ an educator with an established practice of reflective assessment;
✓ a teaching professional whose practice is rooted in a firm understanding of the ethical, professional, and legal responsibilities you assume as a teacher;
✓ an educator whose practice demonstrates an educated, thoughtful, and caring ability to teach adolescents.

Grading
Your grade for student teaching will be based on your teaching performance as long as you attend seminar, participate, and competently complete the work assigned for seminar. Otherwise, grades will be figured as follows:

40%...Seminar
60%...Teaching performance
"...it’s the government that makes us come to school, but it is the teacher who makes us want to learn."

Sarah Ivester, student

This is a class schedule that we can change or adjust to meet our needs.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment for Next Week</th>
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<tbody>
<tr>
<td>1/19</td>
<td>Introductions</td>
<td>-Read “Expectations”</td>
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<td></td>
<td>Review of “Student Teacher Handbook”</td>
<td>-Reflect on your expectations of students and their expectations of themselves.</td>
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<td>Who am I? What kind of person and teacher are I now and what kind of person and teacher will I grow to be?</td>
<td>-Plans, assessment, and reflection</td>
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<td>What is an excellent teacher?</td>
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<td>1/26</td>
<td>The Role of Expectations</td>
<td>-Bring in school calendar and lists of what you are expected to teach for each class.</td>
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<td>-Plans, assessment, and reflection</td>
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<tr>
<td>2/2</td>
<td>Micro and Macro Planning</td>
<td>-Read “Teacher Behaviors That Enable Student Thinking”</td>
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<td>-Plans, assessment, and reflection</td>
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<tr>
<td>2/9</td>
<td>Planning for Thinking and Learning</td>
<td>-Read &quot;Taking Action&quot;</td>
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<td>-What is working and what is not working discipline-wise for you?</td>
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<td>-Plans, assessment, and reflection</td>
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<td>2/16</td>
<td>Discipline and Managing Relationships</td>
<td>-Read “What Do Students Want (And What Really Motivates Them)”? and</td>
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<td>“Seventeen Reasons Why Football is Better Than High School”</td>
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<td>-What can you do to improve your students’ attention and motivation?</td>
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<td>-Plans, assessment, and reflection</td>
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<td>2/23</td>
<td>Engaging and Motivating Students</td>
<td>-Read about teaching resumes and portfolios in Job Search Handbook for Educators</td>
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<td>-www.rivier.edu/departments/cardev go to job search link for excellent resume advice</td>
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- Plans, assessment, and reflection
- Remind your cooperating teacher that his/her midterm report on your performance is due soon
- Plans, assessment, and reflection
- Update your resume for a teaching job and bring a copy to seminar.

3/2  Cooperating teacher’s midterm report due
Career Planning with Susan Poslusny

- Revise your resume.
- Read sections from *Job Search Handbook for Office Educators* that apply to your needs and interest
- Plans, assessment, and reflection

3/9  Spring Break at Rivier College

Enjoy the break!

3/16  Applying for Jobs: Cover Letters and Portfolios

Draft an effective cover letter to accompany a job application. *JSHfE* is a good resource for cover letters.
- Bring 2 copies of your cover letter to class.
- Plans, assessment, and reflection

3/23  Grades and Grading

- Complete Observation Reports
- Plans, assessment, and reflection

3/30  Teachers and the Law
- Observation Reports due

- Read "Turning Parents from Critics to Allies"
- Remind your cooperating teacher that the final report on your performance must be in to me by our last class meeting in order for you to 1) receive a grade in student teaching and 2) be eligible for certification.
- Plans, assessment, and reflection

4/6  Communication with Parents: Part I

- Plans, assessment, and reflection
- Review notes on the basics of communicating with parents.

4/13  Communicating with Parents: Part II

- What are the characteristics of a professional educator?
- Question veteran teachers and administrators, and record answers.
4/20  A Professional Educator: What Does It Mean?
     Cooperating Teacher’s final report due

4/27  Certification Paperwork with Sr. Mary Jane
     -Excellent Teacher Essay due

"You cannot be a good teacher unless you are reading books, going to movies, spending time alone, and maintaining a life."

Donald Murray
Teacher and Pulitzer Prize Winner

-Plans, assessment, and reflection
-Complete your specific and detailed written concept of an excellent teacher. performance measured against the characteristics you write about. In what ways have you lived up to your ideal? What areas do you need to develop or improve?

CELEBRATION!
Procedures for Observations

You will have four formal observations of your teaching this semester. College discipline supervisors observe student teachers three times and, as Seminar Director, I will observe you once. When we come into your school for an observation, realize we are there to note where you are in your development in becoming a skilled and effective teacher. In general, we act as mentors and coaches to help you develop into the most effective educator you can become.

Specifically, we want to see where you are in the development of your ability to interact with students on a professional yet human level; we want to see how well you can develop and deliver lessons that result in effective learning for students. We want to see that your teaching skills and classroom practices reflect a strong knowledge of your discipline; we want to see your developing abilities to manage the multiple needs of students in the rapid-fire pace of a school classroom; we want to observe where you are in applying what you have learned with real students in real classrooms. For successful observations, do the following:

1. Prepare for observations by becoming familiar with the criteria on the observation evaluation form. Pick times for observations when many of these things will be evident. Do not try to do something special! That usually results in an unnatural situation where you and the students are stressed.

2. Before observations prepare some notes to help us understand your lesson, your students, and your performance. Information about the following is requested:
   • What are your long term student goals for this material?
   • What are your concerns about your performance and the students' learning and behavior?
   • What might go wrong or not go well?
   • If there is other information you feel is important--students with special needs, for instance--please include it.
   • Provide a copy of your lesson plan for this class. Not providing your supervisor with a lesson plan will compromise your evaluation.

   Place this information in a folder or envelope with the supervisor's name on it and leave it with the secretary in the main office. We will ask for it when we arrive and look it over before the observation begins.

3. When we are in your classroom, introduce us to your students. Respect their right to know who is taking part in their class. This makes it more comfortable for all concerned when we interact with individuals and groups. Yes, expect us to talk with students and to do what you ask them to do. We need to have appropriate materials--texts, handouts, etc. Also, don't be nervous or put off by the fact that we take notes when we observe. This is to record how the lesson unfolds and our initial thoughts, reactions, praise, and suggestions to contribute to our discussion with you about the class and your performance. It is ideal if we can meet to discuss your teaching the period immediately following the class observed. However, this isn't always possible. In those cases we meet later that day.

4. When supervisors are in your school, they would like the opportunity to speak to your cooperating teacher, so be sure to let him/her know when you will be observed and that we would appreciate a brief conversation (3-5 minutes is usually enough) about your performance.