

**THE GEORGE WASHINGTON UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
DEPARTMENT OF TEACHER PREPARATION AND SPECIAL EDUCATION**

**TRED 234: Professional Internship in Secondary Education Seminar
Spring 2006**



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Course Hours: Wednesday 4-6:30 pm

Course Location: Marshall High School

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“A teacher affects eternity; he can never tell where his influence stops.” --Henry Brook Adams

The Department of Teacher Preparation and Special Education has a longstanding commitment to excellence in professional education. The Department has a tradition of offering innovative, interdisciplinary professional education programs that address the full spectrum of educational personnel preparation, from early intervention through the range of school-based options and transition to postsecondary environments. The Teacher Preparation and Special Education program areas merged in 1987 in order to advance the philosophical and practical integration of two inextricably related disciplines of regular and special education. The work of the department is guided by four bridging concepts that drive the work of the Graduate School of Education and Human Development. Those bridging concepts include:

- **Research & Scholarship**
Research and Scholarship are Prerequisite to the Improvement of Educational Practice.
- **Leadership in the Educational Endeavor**
Leadership is Critical in the Reform and Redesign of Education and Human Service at all Levels.

- **Building Reflective Practitioners**

Building Reflective Practitioners Through the Integration of Theory and Practice Needs to be a Focus of All Programs.

- **Service to the Multi cultural, Multinational, and International Community of Diverse learners.**

A Community of Diverse Learners is Prerequisite to Success in the Education and Human Service Professions.

(A document detailing the relationship between the bridging concepts and the work of the department is available in the department office.)

GSEHD MISSION STATEMENT:

It is the mission of the Department of Teacher Preparation and Special Education to offer programs of excellence and innovation that are interdisciplinary and research-based. The cornerstone of each professional training program is the continuous tie between theory and practice that occurs within the context of direct service settings. Professionals at the graduate level are prepared for participation in the rapidly changing cultures of America's schools, children, families, and communities. Graduates of the Department are prepared for interdisciplinary roles in direct service, educational intervention, policy and leadership. Programs are designed to meet the advanced scholarship needs of individuals seeking advanced degrees or career change. Viewing itself as part of the larger multicultural community, the Department includes in its mission the communication and exchange of knowledge and practice in education within the United States as well as the international community of nations

PURPOSES OF THE SEMINAR

The purposes of the seminar are to provide students a forum where they can:

- 1) share their internship experiences with their peers,
- 2) learn from the experiences of others,
- 3) discuss issues/concerns from the internship, and
- 4) discuss current issues in secondary education in order to meet the fore mentioned mission statements.

TOPICS

The seminar topics will include the following:

- 1) help lab/discussions related to concerns/problems/questions that occur during the internship;
- 2) presentations/discussions of various topics, i.e. grading, parent/teacher conferences;
- 3) concerns of beginning teachers;
- 4) professional issues in teaching;
- 5) theory/practice connections;
- 6) case studies of classroom practice;

- 7) beginning and experienced teacher discussion panels;
- 8) job search strategies/interviewing;

In addition, university supervisors are asked to attend the seminar on a periodic basis.

COURSE READINGS

Will be provided in class.

GRADING

For the Fall 2005 semester, you received a grade of IPG (in progress). When you have successfully completed the entire year of internship and **all seminar requirements as outlined in the course syllabus** (including time logs) the IPG will be changed to a grade of CR (Credit) for the class. You will not be able to apply for licensure until all course requirements are met.

ATTENDANCE

Attendance and active participation in all seminars is required. You are allowed one absence for the semester. Three tardies equals one absence. If you are unable to attend class, please email or call the instructor.

COURSE ASSIGNMENTS

Time logs	every session
Current events	varies
Action Plans	April 17th
School-Site Observations	April 24th
Revisiting school observation	varies (same time as exit interview)
Student portfolio	varies
Electronic portfolios	varies

Time Logs: Every day that the intern is in the school, they will need to account for what types of activities they were involved with and for what duration. A Time Log is completed for each week.

Due: Time logs are due at each seminar.

After May 8th (until the end of the school year) time logs will be due electronically on a biweekly basis

Current events: Students will select a current event (ie; newspaper articles, online journal or newsletters, etc.) and give a brief presentation outlining its relativity to the teaching profession. Two students will be responsible for sharing a current event at the beginning of each class session. **A copy of the article will also be turned in to the instructor, including the source.**

Due: Contingent on student's assigned presentation date.

Action Plan: Students will choose an area of their teaching practice that needs improvement and draft a problem statement that details the problem and cites specific instances where it was evident in their student teaching. Using the current professional literature (within five years), they will research the topic to see what strategies and techniques have proven effective in helping teachers to become more proficient in the area. They must include an annotated bibliography consisting of a minimum of **five sources**. They will then write up a plan of action (**5-7 pages**) that gives specific and thorough strategies as to how they will improve the area of concern.

Due: April 17th

School Site Observation Assignments: After students have completed the student teaching portion of their internship, they need to schedule school visits:

- 1) one full day to a feeder elementary school,
- 2) one full day to a feeder middle school,
- 3) one full day to another high school with very different demographics from your assigned school. Work through the intern assigned to that school. This is a great way to network.

*** Many of you will end up in long term subbing at the end of the year. The best time to get this assignment done is right after student teaching.**

In **5+ pages** tie together experience and show the connections you see between the elementary, middle and high school; compare and contrast your high school with the one you visited and reflect on how the students may experience school differently as a result. You will be provided a rubric in class regarding the specific expectations of this assignment.

Due: April 24th

Re-visiting School Observations: Students will observe **two** different classes for each of the content areas – other than their own – for at least 45 minutes and write a brief description of what they observed using the form provided in class.

2 science, 2 math, 2 social studies, 2 english, 1 ESOL, 1 FL, 1 academic elective (ie: psychology), 1 special ed class

Students will also pick any five of these areas and spend at least 45 minutes observing each and then write a brief description of what they observed using the form provided in class.

PE, art, music, voc ed, GT/AP/IB, guidance counselor/career center, extra curricular (concert,

club), sporting/academic event

****That makes 15 observations in total****

Due: These observations will be turned in with the student's portfolio and dates vary.

Portfolio: Students are required to present and defend his/her work demonstrating his/her growth as a teacher over the course of the internship. The portfolio must contain the following:

- 1) a philosophy of teaching and learning;
 - 2) a classroom management plan;
 - 3) a homework philosophy;
 - 4) a grading plan;
 - 5) two lesson plans that you wrote and taught;
 - 6) a unit plan that you taught;
 - 7) two examples of assessment that you used, one traditional and one authentic;
 - 8) your resume,
 - 9) artifacts that demonstrate learning in each of the four Praxis domains;
 - 10) reflection/self-evaluation through a narrative structure; and
 - 11) your action plan
- Students will want to save some examples of student work – especially from the lesson plans and unit plan that they've included.
 - Many people often chose to include photographs of student work and/or classroom activities.

Due: Exit interviews vary

Electronic Portfolio: Students are required to set up an electronic portfolio on a web page that includes the following:

- 1) Their philosophy of teaching and learning,
- 2) classroom management plan,
- 3) homework philosophy,
- 4) one lesson plan they've taught,
- 5) their resume.

Students will include one scanned picture, one imported graphic, and an index page with separate pages for each of the above. These pages should be linked together so that you don't have to return to the index page every time. Do not post your social security number, address or phone number. Do not post the names, addresses or phone numbers of your references; use the phrase references upon request.

Due: During exit interview

Guidelines for Portfolios

	Exceptional 5 pts	Acceptable 3pts	Revise 1 pt
Philosophy and Classroom Plans <hr/>	<ul style="list-style-type: none"> * Philosophy demonstrates a thoughtful and introspective look at what you believe and value about teaching and student learning. * Classroom Management and Homework plans are comprehensive and show thought and insight into running an efficient and effective classroom. 	<ul style="list-style-type: none"> * Philosophy demonstrates a thoughtful look at what you believe and value about teaching and student learning. * Classroom Management and Homework plans are a comprehensive plan of how to address some of the major components of running a classroom. 	<ul style="list-style-type: none"> * Philosophy provides glimpse at what you believe and value about teaching and student learning. * Classroom Management and Homework plans touch on some of the important components of running a classroom.
Artifacts <hr/>	<ul style="list-style-type: none"> * Artifacts strongly support each of the Pathwise Domains. * Artifacts demonstrate a variety of experiences, skills, techniques, and strategies used or learned during your teacher education experience. * Artifacts are quality representations of the models they utilize. * Artifacts are coherent with the stated philosophy and classroom plans. 	<ul style="list-style-type: none"> * Artifacts support each of the Pathwise Domains. * Artifacts demonstrate several experiences, skills, techniques, and strategies used or learned during your teacher education experience. * Artifacts are acceptable representations of the models they utilize. * Artifacts are somewhat coherent with the stated philosophy and classroom plans. 	<ul style="list-style-type: none"> * Artifacts minimally support each of the Pathwise Domains. * Artifacts demonstrate a limited experiences, skills, techniques, and strategies used or learned during your teacher education experience. * Artifacts have the basic components of the models they utilize. * Coherence of the artifacts with the stated philosophy and classroom plans needs to be more clear.
Reflections & Narrative <hr/>	<ul style="list-style-type: none"> * Reflections and narrative are thoughtful, introspective, and well explained analyses with specific and significant details that create cohesiveness to the overall portfolio. 	<ul style="list-style-type: none"> * Reflections and narrative are thoughtful explanations with some details that create a general feeling of cohesiveness to the overall portfolio. 	<ul style="list-style-type: none"> * Reflections and narrative are explanations with few details.
Professional Presentation <hr/>	<ul style="list-style-type: none"> * Overall portfolio is complete and meets the expectations stipulated for appearance and due date. * Contents are organized, typed, neat and free of grammatical and spelling errors, reflecting thought and creativity. 	<ul style="list-style-type: none"> * Overall portfolio is complete and meets the expectations stipulated for appearance and due date. * Contents are organized, typed, neat and free of grammatical and spelling errors. 	<ul style="list-style-type: none"> * Overall portfolio is complete. * Some content is typed, neat and generally free of grammatical and spelling errors.

Seminar Schedule

<u>Date</u>	<u>Topics</u>	<u>Assignments</u>
January 23	Meet with Supervisors Review syllabus Homework, grading, unit syllabus Help labs	Due: Time logs and learning logs
February 6th	FCPS Human Resources Ms. Soraya Gunnell Classroom management Current events Help labs	Due: Time logs and learning logs
February 27th	E-portfolios Current events Help labs	Due: Time logs and learning logs
March 6th	Professional Learning Communities Tim Kane Current events Help labs	Due: Time logs and learning logs
March 20 th	Job interviewing Scott Braeband Current events Help labs	Due Time logs and learning logs
March 27th and April 3rd Independent Research Sessions – Action Plans and Observations		
FCPS Spring Break April 10th - - No Class		
April 17th	1 st year teacher panel Discuss action plans Current events Help labs	Due: Time logs and learning logs and action plans
April 24th	Licensure requirements Dr. Pat Tate Share school and intern observations Current events Help labs	Due: School and Intern observations
May 1st	FCPS Evaluation System	Due: Time logs and

Laura Shibles
Share Portfolios
Current events
Course Evaluation

and learning logs and
intern observation
assignment

Week of May 15

Exit Interviews

Due: Portfolios

Week of May 22

Exit Interviews

Due: Portfolios

Week of May 29

Exit Interviews

Due: Portfolios

Week of June 5

Exit Interviews

Due: Portfolios

Current Events Groups (2 presenters for each date)

February 6th (#1)

February 27th (#2)

March 6th (#3)

March 20th (#4)

April 17th (#5)

April 24th (#6)

May 1st (#7)

Exit Interview Sign Up