



Fayetteville State University
College of Arts and Sciences
Department of English and Foreign Languages

Apprentice Internship or STUDENT TEACHING

Preparing Knowledgeable, Reflective, and Caring Education Professionals to Support Student Learning and Family Participation in a Diverse, Technological and Global Society

1. LOCATOR INFORMATION

Semester Spring 2010

Credit Hours 6

Course Number and Name: EDUC 480-05 Student Teaching Internship

Course Location & Meeting Time: Local or regional, fully accredited High School

Office Hours: M 12-4, T 12-2, W 9-12, TR 8-9 am & by appointment.

Instructor: Dr. Micki Nyman, Assistant Professor of English

Office Location: Smith Hall 221

Office Telephone: 672-2426

e-mail: mnyman@uncfsu.edu

2. COURSE DESCRIPTION

Apprentice teaching in English follows the completion of the Methods Course, ENGL 460.01 and can be taken in the junior year or first part of the senior year. Students register for 6 credits of student teaching and have obligation to the high school in which they are placed for 16 weeks.

Apprentice teaching fulfills legal requirements for initial State of North Carolina Teacher Certification. The goal of apprentice teaching is to provide students with a mentored transition period between being a student and a teacher during which the student, along with university and school mentors, determine if the student, along with university and school mentors determine if the student teacher is qualified to be certified as a teaching professional.

During apprentice teaching, students direct the learning of secondary pupils, participate actively in school and community activities, and reflect upon and learn from their experiences.

Additional insights are provided by the cooperating teacher and university supervisor. This is a time for students to apply and hone what they have learned in a real classroom setting about well-researched best practices in English language arts teaching and general education.

3. *English Education Outcomes*

Select materials, design lesson plans, and present age-appropriate material on issues related to English language, the process of writing, and literature.

4. Student Teaching Model

Students working within the traditional student teaching model will begin by observing their assigned classroom and slowly begin to take responsibility for all instruction. Eventually, students assume responsibility for five weeks of full-time teaching. Close to the end of the twelve weeks, student teachers slowly return all instructional responsibility to the cooperating teacher.

The university supervisor makes on-site visitations on an average of once every two weeks, observing approximately four complete lessons by the student teacher during the practicum. These visits are pre-announced. During these visits the university supervisor performs formative and summative evaluations of the student teacher's practice, and meets both privately and jointly with the student teacher and cooperating teacher. For these visits, the student-teacher must prepare unit-plans and a detailed lesson-plan for the day of the observation. After the lesson, the student-teacher meets with the cooperating teacher and the university supervisor to discuss the strengths and the weaknesses of the lesson and to discuss incorporating what they have learned into future lessons. In these visits, the university supervisor observes if the student teacher keeps in mind the goals of the lesson and the larger goals of the unit, if he/she engages students in active learning and constructivist pedagogies, and if the instruction is diversified.

Each Friday, the student teacher fills out two weekly reports: the Weekly Reflection Sheet and the Weekly Schedule for Full-Time Student Teaching. The cooperating teacher must sign the Weekly Reflection Worksheet. At the end of each week, students also submit a private weekly reflection log to the supervisor that discusses at least one teaching issue in depth.

Additionally, throughout the semester, students collect samples of student-work and their own responses to student papers that, later, they review with their university supervisors.

Students complete a portfolio that includes their unit and lesson plans, plus all the required documents listed above, in addition to a final self-assessment that examines teaching issues discussed during the semester and goals for improving their own teaching. Some of these logs, assessments, and lessons are included in the LiveText data collection portfolio required for graduation.

5 Additional Requirements:

Prior to the 10 weeks of student teaching, students are either involved in collaborative curriculum planning and teaching workshops at their schools, observing at their schools and planning their own curricula, and, also participate in a professional issues seminar.

6. Assessment and Documentation:

The English Education Program works closely with the School of education and uses official North Carolina State forms, which will be filled out with the cooperating teacher; each apprentice will receive a copy of on-site observations as well as the final evaluation.

Education Program. Guidelines for the English Education assessment were created by cooperating teachers, university faculty and supervisors, and student teachers, and represent what are considered best practices in the teaching of English for secondary students.

7. Community

- Develops cooperative and collaborative relationships with cooperating teacher.
- Develops trusting and collaborative relationships with students and fosters community among students.
- Develops positive relationships with school community and with parents.

8. Curriculum

- Integrates the teaching of writing with the teaching of literature and grammar with both.
- Provides a variety of kinds of texts for reading, writing, speaking, listening, and viewing—fiction and nonfiction, poetry, drama, novels, film, music, the spoken word. Links canonical with non-canonical texts and incorporates texts by people of color and women into the curriculum.
- Creates lesson plans that are linked to larger overall objectives and unit plans in which lessons are clearly linked to objectives and to standards and follow a coherent progression. Creates and articulates learning objectives in writing and speech.

9. Diversity

- Understands and incorporates broad concepts of diversity in curriculum and pedagogy (race, gender, sexuality, social class, ability, etc.).
- Uses a contrastivist/code-switching model when working with English Language Learners, and students who use dialects of English, rather than a correctionist approach.
- When working in inclusive environments with students with special needs (LD, BD, and physically disabled), provides the least restrictive environment, uses universal design wherever possible, and makes reasonable accommodations when necessary.

10. Pedagogy

- Has high expectations for all students. Creates learner-centered classrooms rich in authentic learning and assessment experiences and connected to students' lives. Engages students in curriculum and builds community to replace systems of rewards and punishments. Constructs tasks that enable students to use higher order thinking skills. Scaffolds learning. Teaches grammar and conventions, spelling, and vocabulary in the context of meaning and student writing.
- Uses technology to enhance learning—video, computer, film, PowerPoint, etc.
- Shows appreciation of and respect for multiple literacies.
- Uses a wide range of strategies to comprehend, interpret, evaluate, and appreciate literary texts and writing, especially reader response.
- Helps students learn through use of multiple intelligences and by integrating the arts into the English classroom.
- Uses a combination of holistic and skill building pedagogies designed to engage and keep students engaged with meaning-making.
- Teaches peer response and cooperative group strategies to workshop writing and revise and interpret texts.

Assessment

- When designing assessment instruments, takes a holistic and culturally relevant approach to language.
- Makes standards serve learner-centered classrooms.
- Designs assessments that go beyond testing surface comprehension. Students interpret, express opinions, and use concepts in meaningful ways. Give students choices so that they can demonstrate what they have learned and integrated into their knowledge base, rather than asking for discrete bits of information that they will retain for only a brief moment.