

Clinical Practice-Phase 3  
 15:255:532:91  
 Fall 2021  
 6 Credits

Instructor Name: Dr. Vicky Pilitsis	Email address: vickypilitsis@hvrtd.org
Phone Number: 609-737-4000	Location: Remote  Class Meeting Times: Monday, 5:00-8:00PM
Office Hours: By Appointment	Prerequisites or other limitations: Admission to the Teacher Education Program
Mode of Instruction: <sup>1</sup> <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Admission to the graduate teacher certification program, completion of all preparatory course work (preparatory course work varies by program; student must confer with program adviser). Corequisite: 15:255:535

**Faculty Syllabus Statement for Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the registration form (<https://webapps.rutgers.edu/student-ods/forms/registration>).

**Learning Goals<sup>2</sup>:**

<sup>1</sup> Check 1:

<sup>2</sup> The Learning Goals should include (based on alignment tables each licensure program made for CAEP): NJ Professional Standards for Teachers (per CAEP for initial licensure programs); Specialty Area Standards (per CAEP

## **New Jersey Professional Standards for Teachers (2014):**

### **Standard One: Learner Development.**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **ii. Essential Knowledge:**

- (1) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning;
- (3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and
- (4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

#### **iii. Critical Dispositions:**

- (1) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;
- (2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning;
- (3) The teacher takes responsibility for promoting learners' growth and development; and
- (4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

### **Standard Two: Learning Differences.**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### **ii. Essential Knowledge:**

- (1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;
- (2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;
- (3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;
- (5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community value.

### **iii. Critical Dispositions:**

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- (2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- (3) The teacher makes learners feel valued and helps them learn to value each other; and
- (4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

### **Standard Three: Learning Environments.**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

### **ii. Essential Knowledge:**

- (1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self direction and ownership of learning;
- (2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals;
- (3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;
- (6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.

### **iii. Critical Dispositions:**

- (1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
- (2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning;
- (3) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
- (4) The teacher seeks to foster respectful communication among all members of the learning community.

### **Standard Four: Content Knowledge.**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### **ii. Essential Knowledge:**

- (2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;
- (4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge;
- (5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;
- (6) The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing;

### **iii. Critical Dispositions:**

- (2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;
- (3) The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;
- (4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and
- (5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.

### **Standard Five: Application of Content.**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **ii. Essential Knowledge:**

- (1) The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;
- (7) The teacher understands creative thinking processes and how to engage learners in producing original work;

### **iii. Critical Dispositions:**

- (2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and
- (3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

### **Standard Six: Assessment.**

The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

### **ii. Essential Knowledge:**

- (1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;
- (5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;
- (7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

### **iii. Critical Dispositions:**

- (1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning;
- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals;
- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;
- (4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;
- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs;

### **Standard Seven: Planning for Instruction.**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context

### **ii. Essential Knowledge:**

- (1) The teacher understands content and content standards and how these are organized in the curriculum;
- (3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;
- (4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;
- (7) The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).

### **iii. Critical Dispositions:**

- (1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;
- (4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

### **Standard Eight: Instructional Strategies.**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **ii. Essential Knowledge:**

- (1) The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;
- (3) The teacher knows when and how to use appropriate strategies to differentiate
- (6) The teacher knows when and how to evaluate and report learner progress against standards;

### **iii. Critical Dispositions:**

- (1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;
- (2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

### **Council for the Accreditation of Education Professionals (2013):**

Standard 1: Candidate Knowledge, Skills, and Dispositions

1.1 Content Knowledge and Pedagogical Knowledge

1.2 Instructional Practice - Learning Experiences

1.6 Learner and Learning - Learning Experiences

1.8 Learner and Learning - Relationships and Communication

### **Course catalog description:**

[http://catalogs.rutgers.edu/generated/gse\\_current/pg229.html](http://catalogs.rutgers.edu/generated/gse_current/pg229.html)

### **Other description of course purposes, context, methods, etc:**

The student intern often finds her or himself in a setting that is challenging both professionally and personally. This seminar is intended to provide support for you during your teaching experience from both peers and the faculty member. The internship seminar will also offer an opportunity for the intern to reflect on the experience of teaching. The format of the class will involve discussion, activities and readings. Therefore, participation is essential.

### **Assignments<sup>3</sup>:**

No required texts are needed. See Grading Policy for a list of assignments.

### **Grading policy:**

Attendance and Participation 20%

Clinical Work Sample-Lesson Plan 20%

Clinical Work Sample-Analysis Questions 20%

[Monthly Reflections](#) 20%

[Lesson Study](#) 20%

### **Academic Integrity Policy:**

Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a

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<sup>3</sup> Including exams, papers etc. and ALL Key assignments submitted via Live Text for CAEP accreditation.

full explanation of policies.

## Course Schedule

*This is a tentative schedule- readings and topics may be adjusted as needed*

Week	Course Topics	Readings & Assignments- Due Next Class
9/8 <i>(This is a Wednesday)</i>	Introduction to Course- Expectations Classroom Management Strategies edTPA Presentations	Read through edTPA assigned section- presentations due dates vary depending upon task.  Ullman, E. (2011). How to plan effective lessons. <i>ASCD</i> .  Milkova, S. (2012). <i>Strategies for effective lesson planning</i> . Center for Teaching and Learning.  edTPA (goal)- November 18th or December 2nd
9/13	Classroom Management/Building Community Planning- Danielson edTPA Presentation Work	edTPA Presentation next week of task #1  Read pages 1-17 in edTPA handbook  Bring questions about Clinical Work Sample (due 11/29)
9/20	edTPA Presentation (Task #1) Review part 1 of edTPA Commentary Section for Task #1 Lesson Study	Writing Day #1  September Reflections due 10/4  Observation #1 due by 10/18
9/27	Writing Day #1- Task #1	September Reflections due 10/4

	(Planning)	<p>edTPA Presentation Task #2</p> <p>Read pages 18-26 in edTPA handbook</p> <p><u><a href="#">STEM Teaching Tools:</a></u></p> <ul style="list-style-type: none"> <li>-Tool #28</li> <li>-Tool #32</li> <li>-Tool #41</li> <li>-Tool #50</li> </ul>
10/4	<p>edTPA Presentation- Task #2</p> <p>STEM teaching tools</p> <p>Lesson Study</p>	<p><u><a href="#">Using phenomenon in NGSS aligned lessons</a></u> (reading is linked)</p> <p>Turley, R. (2016). Using coherent storylines to explain phenomena. <i>Science Teacher</i>,79, 35-47. (sakai-readings)</p> <p><b>Observation #1 due by 10/18</b></p> <p>**Readings for 10/18**</p>
10/11	Tech Guest Speakers	<p><u><a href="#">Using phenomenon in NGSS aligned lessons</a></u> (reading is linked)</p> <p>Turley, R. (2016). Using coherent storylines to explain phenomena. <i>Science Teacher</i>,79, 35-47. (sakai-readings)</p> <p><b>Observation #1 due by 10/18</b></p>
10/18	<p>Instructional Strategies- Using storylines</p> <p>Instructional Strategies- Danielson</p> <p>edTPA Task #2 Analysis</p> <p>Lesson Study</p>	<p>Writing Day #2</p>
10/25	<p>Writing Day #2- Task #2 (Instruction)</p>	<p><u><a href="#">Developing 3D Assessments</a></u></p> <p>Read pages 27-34</p> <p><b>October Reflections due 11/1</b></p>



11/1	Assessment Strategies including 3D assessments  Lesson Study	Make sure you have read task #3 in the edTPA handbook  Brockhart. How to provide effective feedback. (located in readings)  <a href="#">Mamon, A. (2016). The value and effectiveness of feedback in improving learning. <i>Journal of Education &amp; Practice, 16.</i></a>  **EOL/Performance Task**
11/8	edTPA Presentation- Task #3 Lesson Study Providing Feedback (task #3)	Observation #2 (video /lesson plan- uploaded by 11/15)
11/15	edTPA Task #3- Making Good Choices Assessments -Analyzing Assessments (rubrics) -Providing Feedback Lesson Study	edTPA submission dates→ 12/2, 12/16  Observation #2 due on 11/15- email me the lesson plan and video
11/22	Writing Day #3- Task #3	Clinical Work Sample- 11/29  November reflection due 11/29
11/29	Equity SEL Culturally Responsive Teaching Blended Learning	December reflections due on 12/6  Bring samples of resumes and cover letters
12/6	Mock Interviews	Have a great break

	Resume Reviews/Cover Letters	
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