NIAGARA UNIVERSITY
DEPARTMENT OF EDUCATION

A. Course Number and Title
EDU 741-742: Content, Theory and Practice- Mentoring Internship I and II

B. Number of Credits
6 credit hours (3 in first semester and 3 in second semester)

C. Course Description
This two-semester course is designed to assist novice teachers as they develop within their profession. Novice teachers will work with a mentor teacher in their home district who is certified in their subject area, and will demonstrate their development in the National Board of Professional Teacher Standards for their initial certification area (elementary, or secondary subject areas). This course will be coordinated by an Education faculty member. Portfolios will be developed evidencing the candidate's professional achievement in the initial certification area, including subject area content, learning standards and curriculum, instructional resources for specific content areas (including instructional technology), and assessments that are discipline-specific, with the professional goal of helping all students learn. Teachers enrolling in this course must have a current teaching position within a school district participating in the Foundations of Teaching Program Partnership, and must simultaneously register for EDU 743-744 sequence.

D. Method of Teaching
Interns will meet on a weekly basis with their mentor to discuss issues related to the completion of the National Board of Professional Teacher Standards based portfolio in their content area. Each weekly discussion will also cover a topic as outlined in the course content section. The course instructor will meet individually with the mentor and intern and as a class with fellow interns.

E. Course Objectives (adapted from the National Board of Professional Teacher Standards)
Teachers will evidence the following objectives in the English Language Arts, Mathematics, Social Studies, and Science and Technology for Childhood teachers, and in the specific teaching discipline for Middle/Adolescence teachers:
1. knowledge of the subject matter and curriculum they teach and demonstrate their efforts to plan units and lessons that effectively integrate content;
2. ability to create, assess, select, and adapt materials and resources including technology that help to link pedagogy and content;
3. ability to engage students in learning within and across disciplines, and help students understand how the subjects they study can be used to explore important issues in their lives and the world around them;
4. ability to provide instruction using multiple methods to learn central concepts within the subjects they teach;
5. use of a variety of assessment strategies and understanding of the strengths and weaknesses of various methods of assessment;
6. efforts to understand, respect, and adapt to each student's developmental level, abilities, interests, aspirations and values;
7. efforts to understand, respect, and adapt to group differences;
8. establishment of a caring, inclusive, stimulating, and safe classroom environment where students take intellectual risks, practice democracy, and work both collaboratively and independently;
9. efforts to create positive relationships with families as they participate in the education of their children;
10. contributions to improve schools and to advance knowledge and practice in their field;
11. efforts to regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.

F. Outline of Course Content

1. Content and Curriculum
2. Resources and Materials
3. Engaging learners with content
4. Multiple methods of teaching content
5. Content-based assessment strategies
6. Individual differences
7. Group differences
8. The classroom environment
9. Parental Involvement
10. Service to the school and educational communities
11. Reflective Practice

G. Course Requirements

Texts:
www.nbpts.org (web site with details of NBPTS Standards)
Course site on Blackboard

Course Activities:

Reflection Log (pass/fail)- Candidates will keep a reflection log of the weekly discussions with the mentor teacher. This log will describe the time, date, and length of the meeting as well as the topics discussed, insights of the mentor, and a personal reflection on practices related to the topics.
Portfolio (pass/fail)- Candidates will provide at least one portfolio submission for each of the NBPTS standards in their certification area. Each submission must have a reflection summary describing the standard addressed, submission, and defending the manner in which the submission relates to the objective. The course grade will be based largely on the quality of the submissions.

Evaluation by Mentoring Teacher (pass/fail)- The candidate will be evaluated by the mentoring teacher regarding the candidate’s effectiveness in teaching all students to achieve the Learning Standards, including consideration of the candidate’s effectiveness in teaching content subjects.

Grading: the overall course grade is pass/fail; in order for the overall course grade to be a Satisfactory, each course activity listed above must be marked as Satisfactory.

Attendance: Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to attend all classes. Absences are permitted only for illness or serious personal matters. Excessive absences may jeopardize a student’s course grade. A phone call, e-mail message, or not delivered to the instructor is required if you expect to miss a class.

Student Disclosure: Candidates in this class with disabilities who may need additional academic accommodations are encouraged to discuss options with the professor during the first two weeks of class to ensure that appropriate modifications are made. Candidates needing additional accommodations should also have their records on file with the Office of Academic Support/Disability Services.

Academic Integrity:
“The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence.” Cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this class. Candidates are strongly advised to appropriately cite references using APA formatting, including those taken from the internet.

Please refer to the information on Academic Integrity listed in the University Catalogue and online, for complete information regarding this policy.