Course Description:
The student spends one month working in an elementary or secondary school or other approved setting as a full-time teacher assistant. Selected readings, reflections, and projects serve as a preparation for the teacher education program and a future career as a teacher. The course is designed to help students assess their interests in teaching. This course counts as an internship or independent study experience allowed under the January Term requirements of the college. Students earn one J-Term course credit for the experience.

Course Outcomes/Objectives:
For the Student: To provide the student with a chance to assess and reflect upon her/his interest in teaching, develop a working relationship with a teacher mentor, and experience working with students in a variety of capacities.
For the Department: To provide the Education Department with information and recommendations from the cooperating teacher. The performance assessment is used during the admission process to the Teacher Education Program.
For the Cooperating Teacher and School: To provide an opportunity for teachers to help with the development and mentoring of students who are considering a teaching career by facilitating opportunities for the student to reflect on the teaching role from multiple perspectives.

Required Text:

Required Attendance:
The students must attend a reflective retreat on February 5 12:30 – 6:00 P.M. in Alumni Hall. You will need to bring your journal and textbook to the retreat.

Student Professionalism:
The student’s unfailing attendance and cooperation is a minimum requirement of the course.

- The student is expected to follow the full-time schedule of the cooperating teacher for the entire term (a minimum of 18 days). Late arrivals or early departures during the school day are not allowed. The student is expected to participate in as many instructional, clerical, and managerial tasks as possible. The cooperating teacher and the administrator of the school will decide the extent of the student’s classroom involvement.

Involvement With Students:
Gustavus Teacher Assistants should be involved in classroom activities as much as possible. Although much observation time is expected we encourage our students to interact with the students of the class. Some suggestions would be for the Teacher Assistants to work one-on-one with students who need additional help, work to work with small groups of students, to introduce classroom activities of the day, and help with parts of the lesson. At the time of this course, EDU 268, Gustavus Students are not trained to write lesson plans and teach. They should not be expected to write and prepare lessons during this experience.
Grading:
The grading procedure is Pass/No Credit. A written evaluation of the student's work is completed by the cooperating teacher and used by the Education Department to counsel the student during the admissions process.

Required Written Assignments – all due February 15th:
The student will turn in a file folder containing the following:

- A journal with daily entries describing the activities and involvement of the day. The journal will contain reflections about teaching as observed or experienced within the classroom. The journal must be word-processed or typed.
- The class profile sheet, a detailed outline of the make-up of the class. If the student works with more than one class or group of students, s/he may choose one class section to profile.
- A short reflection paper which will be assigned at the retreat.
- Summary of Observation and Participation Experiences Log (signed by the Cooperating Teacher).
- Cooperating Teacher’s Assessment of Student Performance. (This item will not be included in your folder but will be mailed by the cooperating teacher to Kathryn Bode at the end of the experience. Your work is not considered complete until this evaluation is received.)

Note: These items will NOT be returned to you. Please keep copies for your own files.
- All written materials must be typed and placed in a manila file folder for submission. This folder is maintained in the student’s permanent department file. Materials submitted in any other format will not be accepted.
- All assignments must be turned in by February 15th. Failure to turn in the assignments will result in a no-credit grade for January Term.

JOURNAL GUIDELINES
Your journal is to serve as a record of both what you did and what you thought about during your experience. We are especially interested in what you are thinking, feeling, or doing and your analysis of these reactions. What past experiences or beliefs may have led to your reactions?

The following are some guidelines for your journal:

A. At the beginning of the journal, type your name, the location of your experience, your cooperating teacher’s name, and the goals you hope to accomplish through this experience.

B. You may choose to hand-write your reflections. However, you must turn in a typed version of your journal.
   1. Date each entry. Briefly describe your experience, the activity, situation, or event.
   2. Analyze your reactions and feelings toward the person(s) with whom you are working and toward your activities that day.
   3. Discuss any joys, surprises, frustrations, problems, or questions.

C. Use your journal to reflect on your experience in working with students on assignments and projects. What do you feel went well? What would you do differently next time? Did it go the way you expected it to? How well do you think you met the needs of all the individual students? Try to reflect in your journal on each activity you complete with students.

D. If you need some additional ideas for the content of the journal, consider the following kinds of questions and write about them:

   The Classroom(s)
   • What is posted on classroom walls? What message do these things send? How is the furniture arranged? Does the furniture appear to support individual work or cooperative group work? What resources does the room offer (computers, books, learning centers, etc.?)?
• Drawing a diagram may help you remember what you see here. Are there windows in the room? Describe the lighting, the noise level, etc.
• Based on the classroom arrangement, what would you infer about this teacher’s philosophy of teaching?

The Teacher(s)
• It might be helpful to draw a seating chart as you observe what is happening in the classroom. This chart should include the gender and, if you know what they are, the race and name of each child. On your seating chart, record who the teacher interacts with and how. Is the class expected to raise hands when answering? Who does the teacher call on? If hands are not raised, which students provide the most answers? Which students were silent? Are there any students who monopolize classroom interactions?
• What kinds of questions does the teacher ask the students? What level of thinking do they require?
• Where do the students sit in relation to the teacher? How does the teacher move throughout the room?
• What effective teaching techniques did you see?