Certificate Coordinator:
Dr. Susan V. Iverson, associate professor
Higher Education Administration and Student Personnel
College of Education, Health, & Human Services
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Appointments can be made by contacting Dr. Iverson via email.

Syllabus

Catalog Description:
Application of course and lesson planning; instructional evaluation skills under faculty supervision; lecturing, group performance and evaluating performances. Arrangements made on individual basis.

Expectations

The Internship is designed for a student to gain significant experience in course design, developing assignments, evaluating student work, and reflecting on teaching experiences. Toward that end, the following is expected:

Course Instruction: The individual completing the internship must either have full responsibility for a course (meaning, listed as ‘instructor of record’) or sufficient access to and involvement with course design and delivery (instructional activities, assessment, evaluation, assignment of grades) for a complete course term (semester, quarter, or other session). Course should be 3-credit hours (unless otherwise approved), and may be either face-to-face, online, or hybrid.

Faculty Mentoring: The intern must have access to an individual who agrees to serve as a mentor faculty. The student must submit a completed mentoring agreement by week 2 of classes. The Mentor will be asked to provide mid-term and end-of-term feedback on student’s teaching. Through the mentor (and/or pursued individually), students are encouraged to:
1. Attend University-wide teaching development activities (i.e. Faculty Development events, workshops on grading, writing, and technology, teaching conferences).
2. Visit instructional support resources (i.e. library, media lab, technology facilities).
3. Participate in discipline- or department-specific activities (i.e. faculty meeting, colloquia gatherings of teaching staffs in large courses, and program development committee meetings).
4. Review/Familiarize self with college catalog, faculty handbook, academic policies, and related documents.
Observation of Teaching: The intern must arrange for an individual to observe his/her teaching. This could be with the faculty mentor. However, if the mentor is the lead instructor of the course, the student is expected to invite an outside observation. Written comments from the observation must be included in the student’s portfolio. [An observation form can be obtained from Dr. Iverson.]

Journal: Student must maintain a journal of reflections on teaching experiences to be included in the teaching portfolio.
- The journal should begin with a reflective statement of your goals and expectations for the teaching experience. Beyond a description of pedagogic goals, the statement should address personal expectations for yourself and for your students.
- Subsequent journal entries, minimally 250-500 words weekly, should record your perceptions and feelings about the classroom experience over the course of the term.
- Students should use / draw upon a selected text (see choices below) as a touchstone for reflective writing about teaching in this journal. Additionally, students must include one entry that is a review essay of the text selected.
- The final journal entry should be a retrospective essay: re-read your initial statement and evaluate your growth and development as an instructor, and project how you will continue to grow as an instructor.
- Progress on your journal may be solicited periodically; the complete journal is due by Friday of the last week of classes.

Students are encouraged to read resources linked on the course wiki, under “reflective journal.” In particular, the essay by MacLaren (linked on the course wiki) describes not only reflective journaling but also teaching portfolios.

Teaching Portfolio: A portfolio is defined as “an organized collection of complex, performance-based evidence that indicates one’s growth, goals, and current knowledge and skills needed to be competent in a role or are of expertise.” It may include student evaluations, syllabi, individual lesson plans and assignments, evaluated student work, handouts, and a statement of the individual's teaching goals and philosophy. The preparation of a teaching portfolio allows students to draw together their experiences and to reflect on their philosophies of teaching. Minimally, one’s teaching portfolio (due by Friday of the last week of classes) must include:

- Teaching philosophy statement
- Course syllabus
- Teaching journal
- Resume or CV
- Teaching observation

Other artifacts for inclusion in one’s portfolio:
- Representative samples of lesson plans, quizzes, examinations, assignments and handouts prepared by the intern

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- Summary record of all teaching activities
- Material about/from/by students that reflects their learning
- Any evaluations (of course, of students’ learning, other)
- Letter/feedback from teaching mentor(s)
- Any other relevant material.

Students are encouraged to consult with the teaching mentor and/or the certificate coordinator in the development of the portfolio. The contents should be organized with a professional appearance and compiled electronically. Some e-portfolio examples are linked on the course wiki, http://teachingintern.wikispaces.com/home

**Text: select one of the following (or other approved by instructor):**


**Suggested Resources:**


