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**ECE 451**
**Internship 2- Field**
**Early Childhood Education &**
**Middle Childhood Education**

## I. Course Description

Five full days a week in a university-supervised student teaching experience, typically in a kindergarten or primary-grade classroom. Internship 1 or 2 must be in an urban setting. Both may be. Placement may be made in a setting that provides for the inclusion of children with special needs. ECE 452, Internship 2- Seminar is a co-requisite for ECE 451- Field.

### Relationship to the Concurrent Seminar

Students enrolled in this course must also be concurrently enrolled in ECE 452, the seminar companion to this seminar course. The field experience will provide the context for the seminar assignments (e.g., lessons taught, student behavior observed). Students must pass both Internship 2 components (ECE 451 and ECE 452) in the same semester to be eligible to apply for a teaching license. Students who do not receive a passing score in either ECE 451 or ECE 452, must repeat both concurrent courses in order to progress. Both courses together comprise the capstone requirement described below.

## II. Course Rationale

The purpose of Internship II is to assist participants in making the transition from college student to a classroom teacher. Initially, it is important to observe and become orientated to the school building, students, and mentor teacher. Participants will quickly be given increased responsibility for the classroom with the goal of assuming the role of teacher from the start to the end of the school day for the majority of the grading period of the placement. Your mentor teacher and supervisor will guide you in assuming various duties, giving you feedback on your performance, suggesting resources to guide your planning, and supplying thoughtful critiques about all dimensions of your teaching.

## III. Texts

There is no required text for this course.

## IV. Course Goals and Objectives

0.1 – I can identify the Academic Content Standards.

0.2 - I can identify the Ohio Teacher Evaluation System (OTES).

0.3 - I can identify RESA

1.1 - I can provide evidence that shows my knowledge of how students learn and of the developmental characteristics of the age groups with which I am working by:

    a. Using higher level questioning skills to understand students' development and learning

    b. Using instructional strategies informed by knowledge of students to promote learning

(Knowledge)

1.2 - I can use on-going evaluation of students' knowledge, abilities and cultural background to revise lessons to the needs of each unique student, including those:

    a. With exceptional needs such as disabilities or giftedness.

    b. With second language acquisition

(Knowledge, Skills)

1.3 - I can create and implement lessons that allow for students to achieve their full potential by:

    a. Using strengths as an opportunity for growth and misconceptions as an opportunity for learning.

    b. Using student's culture as a strength for learning.

(Disposition)

1.4 - I can model respect for students' diverse cultures, language skills, and experiences through the cognitive, social and Emotional and physical environment I create using students' differences to support learning.

(Disposition)

1.5 - I can identify characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate identification, instruction and intervention.

(Knowledge, Skills)

2.1 - I can use the knowledge of content area concepts, assumptions and skills to plan instruction consistently by:

    a. Using multiple representations and explanations.

b. Encouraging students to understand, question, and analyze ideas.

c. Using academic language.

d. Using cross-disciplinary skills to deepen understanding.

(Knowledge, Skills)

2.2 - I can plan and implement content-specific instructional strategies to effectively teach the central concepts and skills of the discipline including a variety of forms of communication that address varied audiences and purposes.

(Knowledge, Skills)

2.3 - I can select school and district curriculum priorities and the Ohio Academic Content Standards that support the lesson's objectives.

(Knowledge)

2.4 - I can create and implement lessons that connect multiple content areas with new and prior knowledge.

(Knowledge)

2.5 - I can lead students to make connections between content and relevant life experiences or career opportunities. (Higher level questioning)

(Skills)

3.1 - I can analyze assessment types, their purposes and the data they generate and make appropriate accommodations in assessments for learners with disabilities or language learner needs.

(Knowledge)

3.2 - I can select, develop and use a variety of diagnostic, formative and summative assessments. To:

a. Make appropriate accommodations in assessments for learners with disabilities or language learner needs.

b. Plan for instruction based on the assessment data.

c. Promote learner's growth and development.

(Skills)

3.3 - I can analyze data to monitor student progress and learning to plan, differentiate and modify instruction.

(Skills)

3.4 - I can collaborate with Mentor teacher to communicate student progress to students, parents and colleagues.

(Skills)

3.5 - I can facilitate learners' self-assessment and goal setting to address gaps between performance and potential.

(Skills)

4.1 - A. I can create developmentally appropriate instructional goals evidenced through isolated lessons/units aligned with school/district policies and Ohio's academic standards.

B. I can create developmentally appropriate learning activities that align with the instructional goals and school/district priorities and Ohio academic content standards.

(Knowledge, Skills)

4.2 - A. I can identify and record students' learning and performance information to plan and deliver effective instruction.

B. I can plan and deliver effective lessons that provide evidence of differentiated instruction addressing the achievement gap.

(Knowledge, Skills)

4.3 - A. I can state and post clear learning goals/objectives and provide opportunities for students to explain learning goals/objectives throughout lesson.

B. I can provide evidence that learning activities are linked to defined goals.

C. I can provide opportunities for students to work together to achieve the defined goals.

(Knowledge, Skills)

4.4 - I can plan and deliver effective instruction to include a range of behavioral and academic strategies and adapt plans when needed to keep students motivated, engaged, focused in sustained instruction.

(Knowledge, Skills)

4.5 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching large and small groups or individuals.

(Knowledge, Skills)

4.6 - I can create and utilize multiple teaching and learning strategies that engage students in active learning opportunities that promote:

a. independent learning

b. individual choice

c. student exploration and discovery

d. critical thinking

e. cross-disciplinary learning

f. communication modes and skills as a vehicle for learning.

(Knowledge, Skills)

4.7 - I can use available resources to promote student growth and performance by incorporating:

      a. variety of instructional strategies and materials

      b. technology tools

      c. valid assessment measures

      d. outside materials, experts, community resources

(Knowledge, Skills)

5.1 - I can treat all students equally by establishing a respectful, supportive and caring environment by:

      a. establishing and maintaining routines, procedures and expectations

      b. providing equity of response opportunities for students

      c. promoting positive relationships and supportive interactions with students

      d. accepting each student's home language usage.

(Knowledge, Skills, Disposition)

5.2 - I can create a physically and emotionally safe environment by providing:

      a. modeling of positive interactions amongst students and adults

      b. validating student contributions and thinking

      c. proactive, and consistent responses to student behavior.

(Knowledge, Skills, Disposition)

5.3 - I can motivate students to work productively and assume responsibility for their own learning by:

      a. utilizing positive public praise and private correction techniques

      b. implementing cooperative and collaborative learning activities that involve
      choice

      c. providing relevant, real-world application to learning

      d. providing self-monitoring tools

(Knowledge, Skills)

5.4 - I can create positive learning situations by organizing, preparing, and monitoring independent and group work
      allowing for full and varied participation of all individuals and allowing for community collaboration.

(Knowledge, Skills)

5.5 - I can take responsibility for <u>establishing and maintaining</u> a positive classroom climate by:

      a. demonstrating effective classroom management strategies promoting positive
      relationships

      b. providing organization and consistent management of time, space, activities,
      and resources

      c. providing active and equitable engagement of all students

      d. collaborating with students to make needed adjustments.

(Knowledge, Skills, Disposition)

6.1 - I can communicate clearly and effectively through verbal, non-verbal and media communication techniques to
      promote positive relationships, cooperation and purposeful learning.

(Skills)

6.2 - I can develop and utilize active partnerships amongst teachers, parents/guardians and leaders in the community
      to support student learning, emotional and physical development and mental health.

(Skills)

6.3 - I can develop and utilize active partnerships among parents/ guardians, teachers, administrators and school and
      district staff including those with specialized expertise to support student learning.

(Disposition)

6.4 - I can collaborate effectively with the local community and community agencies, when and where appropriate, to
      promote a positive environment for student learning.

(Knowledge, Skills)

7.1 - I can be professional at all times by following the professional ethics, policies and legal codes of professional
      conduct, including the need for confidentiality including when handling assessment data.

(Disposition)

7.2 - I can use self-reflection as a professional development tool to assess my instructional effectiveness and attend
      professional development opportunities that will enhance my skills and knowledge.

(Disposition)

7.3 - I can advocate for students needs and differentiate lessons for student learning as well as identify advocacy
      groups that support the change I see needed in the education field.

(Skills)

**V.**     **Instructional Strategies/Activities Related to Technology and Diversity**

In keeping with CSU's commitment to preparing effective urban educators, candidates are required to complete at least one major field experience (Internship 1 or Internship 2) in a city designated by the Ohio Department of Education as "urban."

As part of every lesson plan, candidates are expected to explain how their learning outcomes are based on a thorough knowledge of the educational contexts and the students they teach.  They need to demonstrate responsiveness to a wide variety of student diversity, including gender, race, ethnicity, ability, and interest.  Assignment prompts explicitly require candidates to reflect on the social issues that impact education in diverse educational settings.  The edTPA assignment requires candidates to explain how the instructional strategies they use are appropriate for the students in the classroom.

Candidates are assessed on their effective use of technology in each formal observation.

**VI.**     **Course Requirements**
**a.** *Field Requirements*
*   Candidates complete a minimum of 405 hours in (Pre-K-5) classroom.  These hours are composed of the full school day plus all contractual obligations of the mentor teacher for the entire 15-week semester.
*   Candidates are expected to observe, assist, and co-teach with the mentor teacher.  Candidates will be observed a total of six times in the classroom by the CSU supervisor and twice by the mentor teacher.  **For each observation, the candidate must provide a full lesson plan 48 hours in advance.**
*   At the midpoint and end of the semester, the candidate will participate in a "triad meeting" with the university supervisor and mentor teacher to assess progress in the course and complete the CPAST scoring tool. The final Triad CPAST score will determine the semester grade.

**VII.**     **Grading criteria**
This course is a pass/fail.  The cumulative score on the 15-week CPAST and SPA will determine the pass or fail grade.
CPAST Grading Scale: The cumulative score on the Final 15-week CPAST and Final SPA will determine the grade

| Grade | Points | CPAST Points | Spa Points |
|-------|--------|--------------|------------|
| Pass | 3.0 -1.78 | 80% | 20% |
| Fail | 1.77or below | 0 | 0 |

**VIII.**     **Course Policies**
A. Attendance and Punctuality
The following policy applies to all Field Experiences.  Regular attendance is required according to the requirements of the experience. **This policy includes all field hours as well as orientations, and other professional activities affiliated with the internship.**

All students are expected to:

| | |
|---|---|
| 1. | **Sign in and out** of placement daily, using schools designated system. |
| 2. | Complete the **Intern Attendance Form** daily. (File with Mentor Teacher) |
| 3. | Make available the **Intern Attendance Form** during supervisor's visits. |

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|---|
| 4.  **Be present for the full duration** of the time scheduled for each day.  Leaving early or arriving late is not permissible without advanced notification and permission.  Missing over an hour on any day is considered an unexcused absence. |
| 5.  **Arrive early or stay late as required** for preparation and discussions with a mentor teacher. |
| 6.  Receive mentor teacher and supervisor's **advance approval for any anticipated absences**, *See Below for information regarding absences.* |
| 7.  **Notify** the mentor teacher, school secretary, and university supervisor of any anticipated absences  *See Below for information regarding absences.* |
| 8.  **Leave detailed plans** and materials for the mentor teacher who will 'cover' for the intern during an excused absence. *See Below for information regarding absences.* |
| 9.  Make-up <u>each</u> excused absence beyond three. *See Below for information regarding absences.* |
| 10. If attendance or punctuality becomes an issue a meeting with the OFS staff will be required to determine next steps. (e.g. more than 3 absences.) Failure to make-up absences may require Intern to withdraw from field experience. **Any intern facing such a possibility should confer with the Office of Field Services.** |

## Absences

Mentors and children expect you to be consistent and reliable with attendance and punctuality.

**Unexcused absences** are not permitted for any reason

**Excused absences** - <u>With proper communication to university supervisor and mentor teacher, in extenuating circumstances, interns are permitted up to three (3) excused absences.</u> Each excused absence beyond three must be made-up. *See **Personal Leave Policy** below for definition of excused absences*. If more than 3 absences occur**, and these absences cannot be made-up,** interns may be required to withdraw from practicum or student teaching.


**PERSONAL LEAVE (excused absence) POLICY**-

In extenuating circumstances, interns are permitted up to three (3) excused absences during placement. For practicum interns, this shall be taken to mean the daily length of that member's work schedule, e.g., a 4 hour teacher is eligible for three 4 hour days of personal leave. Personal leave must be approved in advance and shall be used only for such purposes or in connection with activities of the type listed immediately below and which cannot be accomplished during the non-working hours.

**Use of such leave may be for the following:**

A. Intern illness

B. Religious Holidays

C. Personal business matters that cannot be taken care of outside school hours.

D. Attendance at set graduation ceremonies in the immediate family.

E. A son, daughter, spouse, or other person residing in the employee's household leaving for military service or college as a freshman.

F. Weddings of the employee or in his or her immediate family.

G. Attending funerals not covered in the Bereavement Leave Policy.

H. Attendance at ceremonies where the teacher or his/her immediate family is receiving an award of major significance.

I. Appointments required by academic programs or educational requirements.

J. Emergencies affecting the teacher or a member of his/her immediate family.

K. Moving from one permanent residence to another.

B. <u>Professionalism</u>. Students are to act professional at all times. Professionalism encompasses many areas of behavior, including dispositions, courtesy, attendance and punctuality, appearance, initiative, fulfillment of responsibilities, ethical behavior, and protection of student confidentiality.  For complete guidelines on professional behavior, refer to the Office of Field Services Handbook.  **Failure to demonstrate professional behavior at any point in the experience may jeopardize an intern's continuation in his/her program.**

C. <u>Professional Dispositions</u>.  One important aspect of your education is the development of professional dispositions—ways of working, thinking, and interacting with others—in three areas: Professionalism, Work Ethic, and Communication Skills. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions can be found in the handbook on the OFS website.

D. <u>Professional Boundaries</u>**.**  All CSU interns are required to adhere to professional teacher boundaries. Boundaries in the teaching profession tend to be more stringent than in most fields. What can be considered "helping" in some fields may be considered out of bounds when done by teachers. See the OFS Handbook for more detailed information.

E. <u>Ethics</u>.  Cleveland State requires all interns to follow the professional guidelines set by the College of Education and Human Services and the Code of Ethics established by the National Education Association.

F. <u>Ethical and Responsible Technology Use</u>.  All interns must adhere to the CSU Information and Technology Resources General Policy when using computer equipment on campus or at the field site.  **In addition to the CSU policies, interns are responsible for learning and following the technology policies and procedures of the district in which they are placed.** The application of these policies includes, but is not limited to, any of the following activities:
   i. Use of computer, tablets, or personal electronic devices
   ii. Access to computer systems
   iii. Possession of computer software or data
   iv. Copying or use of computer software or data
   v. Use of computer accounts
   vi. Use of computer-related equipment

**NOTE:  While cell phones are widely used for personal mass multimedia communication, interns should consult with their mentor teacher and district policies to establish an agreement about the acceptable professional use of these devices as part of their internship experience.**

G. <u>Students with Disabilities.</u> Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

**Health and Safety syllabus statement**

The COVID-19 pandemic is still present and serious. Many of you will once again be teaching via online instruction or a hybrid model of online and in-person instruction. It is imperative that you follow all of the school districts policies for COVID-19 precautions. Students who violate this protocol will need to leave the classroom and MAY lose their placement. Repeated violations of these health-saving protocols may lead to sanctions under the CSU [Student Code of Conduct (3344-83-04 [E] and [Z])](#) up to and including suspension or expulsion. The CSU community thanks you for your cooperation!

During educational uncertainty caused by responses to the COVID-19 pandemic, it is important to develop a growth mindset and to remember that the continued running of schools requires flexibility. The coronavirus pandemic has upended our notions of normal. Decisions made by school leaders may not always be the right decisions and learning opportunities may not align with those discussed in previous courses. Ultimately, "as our K-12 partners engage in new types of teaching and learning, they are in unfamiliar territory. With your experiences and training, you are in a position to provide much-needed services to K-12 teachers to assist with student engagement, tutoring, and assessment of student learning. We ask for your patience in working alongside mentor teachers on this journey of discovery. We are confident that you will be a valuable asset and that you will proudly represent CSU in the field" (Office of the Dean).

**IX. Course Outline** *Please note the information below is a suggested timeline and may vary depending on the needs of the mentor, intern or supervisor.*

| Week | Suggested Teaching | Suggested Observations | edTPA Teaching |
|---|---|---|---|
| 1 | Familiarize self with online learning platforms, and curriculum. Gather information for context for learning. | | -Gather information for Context for Learning |
| 2 | One activity such as circle time or morning meeting. | | -Identify the content area you will teach for edTPA |
| 3 | One subject such as Math or Language Arts | **Supervisor Observation 1** | -Distribute video consent forms (if needed) <br> -Begin Lesson plans for edTPA learning segment (plans, instructional materials, assessment tools) |
| 4 | One subject such as Math or Language Arts and a class activity such as class opening | **Mentor Observation 1** | -Collect video consent forms <br> -Complete draft plans for edTPA |
| 5 | Two Subjects **(Teach Learning Segment for edTPA)** | **Supervisor Observation 2** | -Complete lesson plans for edTPA unit. <br> -Identify Assessments to be used. <br> -Select Common assessment |
| 6 | Take over 3 subjects with co-teaching by mentor if needed **(Teach Learning Segment for edTPA)** | **Supervisor Observation 3** | -Videotape and Teach edTPA unit |
| 7 | Take over 4 subjects **(Teach Learning Segment for edTPA)** | **Midterm triads held by end of week 8** | -Videotape and Teach edTPA unit Select completed Assessments |
| 8 | Take over Full day of teaching with Mentor support and co-planning | | |
| 9 | Take over Full day of teaching with Mentor support and co-planning | **Supervisor Observation 4** | |
| 10 | Take over Full day of teaching with Mentor support and co- Planning | **Mentor Observation 2** | Organize Student Work Samples/Evidence of Feedback |
| 11 | Take over full day of teaching and planning with mentor giving feedback and approving plans. | **Supervisor Observation 5** | |
| 12 | Take over full day of teaching and planning with mentor giving feedback and approving plans. | | **edTPA due** April 5th by 11:59PM |
| 13 | Take over full day of teaching and planning with mentor giving feedback and approving plans. | **Supervisor Observation 6** | |
| 14 | Take over full day of teaching and planning with mentor giving feedback and approving plans. | | |
| 15 | Slowly return control of classroom back to Mentor teacher. Plan for good-byes with students | **Final triads completed** | |
| 16 | Make up any absences over the allotted 3 days | Last day in the field is May 6th. | |

**Intern 2's will take their school's spring break not CSU's Spring Break.**