

## EST 586/587/588 Intervention Specialist Internship II: Teachers as Leaders

Fall, 2021 – 4 Credits

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<b>Office:</b>		<b>Meeting times:</b>	<b>Friday, 9:00 am–12:00 pm</b>
<b>Office hours:</b>	<b>Times to be scheduled as needed</b>	<b>Location:</b>	<b>Julka Hall 338</b>

For any group or individual meetings, the following [Zoom link](https://csuohio.zoom.us/j/85283713924) will be used throughout the semester:

<https://csuohio.zoom.us/j/85283713924>

meeting ID: 852 8371 3924

### COVID Statement

The COVID-19 pandemic is still present and serious, especially with the Delta variant. While you are in class on campus, you are required to have a properly worn mask regardless of vaccination status, always cough or sneeze into your elbow or tissue, and adhere to other public safety protocols and directives for your specific classroom/lab/studio. Students who do not follow these health and safety requirements will be instructed to leave class immediately. If you violate this protocol, you will need to leave the classroom and MAY be marked absent. Repeated violations of these health-saving protocols may lead to sanctions under the Student Code of Conduct (3344-83-04 [E] and [Z]) up to and including suspension or expulsion. Students with medical conditions that prevent them from wearing a mask should register with the Office of Disability Services to explore reasonable accommodation options as soon as possible. To register with the office, please visit their webpage at: <https://www.csuohio.edu/disability/register>. The CSU community thanks you for your cooperation!

### Course Description

Prerequisite(s): Must be enrolled as a graduate student in the College of Education, have completed all prerequisite and/or corequisite courses, have a cumulative GPA of 3.00. Prior application and approval of the Office of Field Services. University-supervised Internship Two experience in early childhood special education setting; 450 hours over 15 weeks, observing and teaching or providing early intervention services under the direction of a mentor teacher. Required for licensure as an Early Childhood Intervention Specialist.

### Course Goals and Objectives

As a result of attending this seminar, participating in the accompany field placement, and completing course assignments, students will demonstrate a knowledge of items stated below; will demonstrate an ability to perform skills stated below; and, will present attitudes and values reflective of those stated below.

## **Course Objectives**

1. Teacher education candidates will possess knowledge and understanding of the social, political, and economic factors that influence education and shape the world in which we live.
2. Teacher education candidates will demonstrate knowledge of how students learn and of the developmental characteristics of age groups.
3. Teacher education candidates will understand that students enter the learning setting with prior experiences that give meaning to the construction of knowledge.
4. Teacher education candidates will understand what students know and are able to do and use this knowledge to meet the needs of all students.
5. Teacher education candidates will expect that all students will achieve to their full potential.
6. Teacher education candidates will model respect for students' diverse cultures, language skills, backgrounds, and experiences.
7. Teacher education candidates will recognize characteristics of the full range of student abilities in order to assist in appropriate identification, instruction, and intervention.
8. Teacher education candidates will know the content they teach and use their knowledge of content-area concepts, assumptions, and skills to plan instruction and encourage discipline-specific inquiry.
9. Teacher education candidates will use content-specific instructional strategies to inform effective planning and implementation of instruction.
10. Teacher education candidates will understand school and district curriculum priorities and the Ohio academic content standards.
11. Teacher education candidates will understand the relationship of knowledge within the disciplines to other content areas.
12. Teacher education candidates will connect content to relevant life experiences toward the development of an engaged citizen
13. Teacher education candidates are knowledgeable about assessment strategies, their purposes, and the data they generate.
14. Teacher education candidates will select, develop, and use a variety of appropriate diagnostic, formative, and summative assessments.
15. Teacher education candidates will analyze data to monitor student progress and learning, as well as to plan, differentiate, and modify instruction.
16. Teacher education candidates will collaborate and communicate student progress with students, parents, and colleagues and other relevant stakeholders.
17. Teacher education candidates will involve learners in self-assessment and goal setting.
18. Teacher education candidates will align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
19. Teacher education candidates will communicate clear learning goals and explicitly link learning activities to those defined goals.
20. Teacher education candidates will design and implement learning activities that build on what children know and can do in school, at home, and in the community and that respond to their questions and interests.
21. Teacher education candidates will apply knowledge of how students think and learn to instructional design and delivery.

22. Teacher education candidates will differentiate instruction to support the learning needs of all students.
23. Teacher education candidates will create and select teacher- and child-initiated activities that are designed to help students develop as independent learners and complex problem-solvers.
24. Teacher education candidates will use resources effectively, including technology, to enhance student learning.
25. Teacher education candidates will treat all students fairly and establish an environment that is respectful, supportive, and caring.
26. Teacher education candidates will create an environment that is physically and emotionally safe.
27. Teacher education candidates will motivate students to work productively and assume responsibility for their own learning.
28. Teacher education candidates will create learning situations in which students work independently, collaboratively, and/or as a whole class.
29. Teacher education candidates will maintain an environment that is conducive to learning for all students.
30. Teacher education candidates will promote positive social interaction, active engagement in learning, and self-motivation.
31. Teacher education candidates will design a technologically rich environment that addresses a wide range of learner needs.
32. Teacher education candidates will use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.
33. Teacher education candidates will work with parents and caregivers to create partnerships to support student learning; emotional, physical, and social development; and mental health.
34. Teacher education candidates will collaborate effectively with other professional colleagues, including administrators, school staff, and district staff.
35. Teacher education candidates will collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
36. Teacher education candidates will understand, uphold and follow professional ethics, policies, and legal codes of professional conduct.
37. Teacher education candidates will take responsibility for engaging in continuous, purposeful self-reflection and professional development.
38. Teacher education candidates will act as advocates for change and seek opportunities to positively impact teaching quality, school improvements, student achievements, and mental health, as well as emotional, physical, and social development.
39. Teacher education candidates will articulate a personal philosophy of teaching and learning that is grounded in theory, an awareness of existing models of teaching, and learning and practice.

## Course Policies

### Office of Field Services

Special education program internships are supported by Cleveland State University's Office of Field Services (OFS). Thus, this experience is subject to the policies described in the OFS Handbook. The current handbook and additional OFS forms used during the internship are available at <https://www.csuohio.edu/cehs/office-of-field-services/forms-handbook>

Below are the most pertinent OFS policies regarding the field placement.

**Field Placement Attendance:** Pre-service teachers are required to attend their assigned field placement during all of their mentor's contracted hours for the full 15 weeks of the semester. Thus, start times and end times of each school day will vary by placement. Pre-service teachers are required to sign in and out of their field placement using the school's designated system. Pre-service teachers are also required to track their hours using the attendance form provided by OFS, which includes a mentor's signature. Unexcused absences are not permitted for any reason and are grounds for withdrawal of placement. With proper communication to university supervisor and mentor teacher, pre-service teachers are allowed up to three excused absences for extenuating circumstances. The full attendance policy can be found on page 15 of the OFS Handbook.

**Classroom Observations:** Pre-service teachers will be formally observed in the field at least eight times throughout the semester. A mentor teacher will informally observe the pre-service teacher and offer feedback daily, however, the mentor will also do a formal observation with written evaluation and feedback once in the first eight weeks of the semester and once in the second eight weeks. Once the mentor completes a formal observation, the observation form will be given to the supervisor to upload. A university supervisor will observe the pre-service teacher at least six times in the field and/or through video recordings of teaching submitted into Blackboard/Go React. Additional observations may be required depending on the pre-service teacher's progress. For each observation, the pre-service teacher will upload a lesson plan to Blackboard/Go React 48 hours in advance of the observation. Supervisor will provide feedback and corrections to lesson plans may be required before teaching. After the observation (in-person or recorded), the pre-service teacher will meet with their supervisor to discuss the observation. The supervisor will provide written feedback in either Blackboard/Go React or on an observation form). These observations are scored but do not affect the pre-service teacher's grade for the internship. Rather, the score for observations is used to inform the student's score on the CPAST rubric. A full description of field observation is provided on pages 36–37 in the OFS Handbook. The intern is also required to complete a post lesson/observation reflection which is to be submitted to Go React within 48 hours of the lesson.

**Concerns with Interns and Intercession:** Pre-service teachers that are concerned about anything in their placement (e.g., support offered by mentor/supervisor) should first address the concern directly with the relevant party. If the concern persists, pre-service teachers should discuss the issue with the seminar leader. Mentors and university

supervisors with concerns about a pre-service teacher (e.g., goodness of fit with mentor/placement/supervisor, the progress of the pre-service teacher) are encouraged to first address their concerns directly with the preservice teacher. If the concerns persist, mentors/supervisors should first discuss the issue with the seminar leader. If the concerns continue to persist, the pre-service teachers will be referred to the office of field services to begin the intercession process. Intercession involves meetings between mentors, supervisors, and OFS faculty and can result in withdrawal of a placement or removal from the course. A full description of the intercession process is provided on pages 45–49 in the OFS Handbook.

### **Technology**

Students will be exposed to technology in a variety of ways, including accessing a web-based course management system (i.e., Blackboard) for course communications and materials, along with Go React for field video recordings, lesson plan submissions and post lesson reflections. Seminar assignments (i.e., the IEP keys, IEP progress reports, and employment portfolio) will be turned in through the Blackboard site. Students are also required to maintain a subscription to Taskstream. Assignments used for a student's licensure portfolio (i.e., edTPA, CCAST and special education addendum) will be submitted through Taskstream. Access to high-speed Internet is required (access is available on campus). In addition, candidates will learn about web-based resources to assist them in improving outcomes for individuals with disabilities and assistive technology available to support the needs of all students. Access to Zoom may be required for virtual meetings. The Zoom link and meeting ID is provided on the cover page of this syllabus.

### **Revisions to Grading**

If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within one week of receipt of the graded material. The written request should specify the item(s) in question, and identify the reason the student believes the given answer was correct. Relevant sources must be cited in the request (e.g., page number from reading on which answer was based). Please note that requests do not guarantee a change in grade.

### **Late Assignments in Seminar**

Any seminar assignment that is turned in late for any reason will be subject to a 25% deduction from the final score. For example, a student turns in an employment portfolio that normally would be scored as a 3.0 late. Twenty-five percent, or 0.75 points, would be deducted from the score and the student would earn a 2.25 on the employment portfolio.

### **Revisions to Unsatisfactory Work**

Any seminar assignment receives a score below 2.0 can be revised for up to a 2.0. For example, a pre-service teacher who turns in an IEP progress report with missing data that is scored a 1.0 out of 3.0 will have an opportunity to revise the assignment. The revision can earn up to 2.0. Students who receive an unsatisfactory grade on the IEP progress report or edTPA will be required to revise the assignment until it is satisfactory (i.e., earns 2.0 on the rubric).

## Assignments

Pre-service teachers will earn a single grade between 0.0 and 3.0 for each of the following areas: seminar participation, seminar assignments, edTPA, final CPAST, final Special Education Addendum. A student's final grade for the internship will be an average of those four grades. The grade for each of those areas will be made up of the following components:

**Seminar attendance and participation (3 points per seminar or 10%):** Each pre-service teacher will earn up to three points per seminar session. At the end of the semester, points for each seminar session will be averaged to a single grade between 0.0 and 3.0. Each seminar, pre-service teachers will lose one point for coming late or leaving earlier (unless pre-approved), or not participating in the seminar. Any pre-service teacher who comes to seminar unprepared (e.g., fails for upload the weekly assignment before the beginning of seminar) will receive 1.0 for that session. Any pre-service teacher who misses any seminar session will receive a 0.0 for that session. Pre-service teachers may be excused from a seminar for school events taking place at their placements (e.g., parent-teacher conferences) if approved ahead of time by the seminar instructor.

**Individualized Education Program (IEP) assignment (total 20%) :** Throughout the semester, pre-service teachers will complete different assignment focusing on the IEPs of the students in the classroom or the pre-service teacher's specific focus learner. Each pre-service teacher will choose one child to focus as a way to look in depth at how IEPs are created and used in the classroom. Each IEP assignment will have a separate rubric available on Blackboard.

**IEP Key (3 points or 4%):** The pre-service teacher will collect all of the IEP goals and objectives for each of the students on his or her cooperating teacher's caseload. These goals and objectives will be organized into a single IEP key that can be used in planning and progress monitoring.

**IEP cheat sheet (3 points or 2%):** For this assignment, the pre-service teacher will chose one student as their focus student that they will refer to throughout their field experience. The pre-service teacher will organize a summary of their focus student's IEP, focusing on goals, services, accommodations, and modifications. This is a common tool used by teachers in the field, sometime referred to as an "IEP at a glance.)

**IEP progress monitoring plan (3 points or 2%):** This assignment requires the pre-service teacher to develop a plan to monitor the focus learner's progress on his or her IEP goals to collect the data necessary to write an IEP progress report for the student.

**IEP progress report (3 points or 4%):** The pre-service teacher will aggregate the data that they have collected on each of their focus learners IEP goals and write an IEP progress report for their focus learner using the ODE suggested template or a template provided by the field placement.

**IEP document (3 points or 6%):** The pre-service teacher will use write an IEP for their focus student using the data gathered from their IEP progress report, a record review of the student, and whatever other assessment they deem necessary. The IEP will be written using the standard template available on Blackboard.

**IEP meeting reflection (3 points or 2%):** The preservice teacher will attend one IEP meeting with a special educator at their field placement. This meeting does not have to be with their mentor teacher or for a student in their field placement classroom, but that is encouraged. After the meeting, the preservice teacher will respond to reflection questions about their experience.

**Employment portfolio (3 points or 10%):** Each pre-service teacher will create an employment portfolio that consists of a cover letter, resume, and sample artifacts. This assignment will be graded using the rubric available on Blackboard.

**edTPA (20%):** Each pre-service teacher will submit a complete edTPA to Pearson. Pre-service teachers who do not submit a complete edTPA will receive a 0.0 for this assignment. Pre-service teachers who do not meet CSU's cut score (36) will receive a 1.0 for this assignment. Pre-service teachers who meet CSU's cut score (36) but score below the national average for special education (43) will receive a 2.0. Pre-service teachers who meet or exceed the national average for special education (43) will receive a 3.0.

**Final CCAST Average (20%):** Each pre-service teacher will participate in a triad conference with his or her cooperating teacher and university supervisor at the mid-term (around week 7) and again for a final (around week 15). For this conference, each person (including the pre-service teacher) will rate the pre-service teacher's performance on the CCAST rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CCAST will be averaged for a single grade between 0.0 and 3.0.

**Final Special Education Addendum Average (20%):** For the triad conferences each pre-service, cooperating teacher, and university supervisor will also rate the pre-service teacher's performance on the Special Education Addendum rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CCAST will be averaged for a single grade between 0.0 and 3.0.

## **University, College, and Department Policies**

### **Equal Opportunity Statement**

Cleveland State University is committed to the principle of equal opportunity in employment and education. No person at the university will be denied opportunity for employment or education or be subject to discrimination in any project, program, or activity because of race,

color, religion, national origin, sex, age, genetic information, sexual orientation, disability, disabled veteran, Vietnam era veteran or other protected veteran status.

### **Students with Disabilities**

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.

### **Plagiarism/Academic Integrity.**

The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. Minor infractions comprise those instances of cheating, plagiarism, and/or tampering, which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction. Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct. Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981.

### **Technical Help**

If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. For technical support for Blackboard, first, search the online knowledge bases [Online Help Portal](#) or [AskeLearning](#). If that does not resolve the issue, call the 24/7 Blackboard Help Desk at (216) 687-5050 and select option #2 for Blackboard Support. If the problem persists, visit the Open Computer Lab—JH 118—during posted hours.

### **Professional Dispositions**

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 which you received with your acceptance into your program (also available at <http://www.csuohio.edu/cehs/students/ofs/docs/FlagSystem.doc>) is your guide



## Grading Criteria

The final grade of satisfactory or unsatisfactory is a straight calculation. Grades on the border will not be rounded up or down, or adjusted in any way. This full OFS Record and Evaluation Form is attached to the end of this syllabus.

<b>Assignments</b>	<b>Points</b>	<b>Weight</b>
Seminar components:		
Seminar participation average	3.0	10%
IEP key	3.0	4%
IEP cheat sheet	3.0	2%
IEP progress monitoring plan	3.0	2%
IEP progress report	3.0	4%
IEP document	3.0	6%
IEP meeting reflection	3.0	2%
Employment Portfolio	3.0	10%
edTPA	3.0	20%
Final CCAST Average	3.0	20%
Final Special Education Addendum Average	3.0	20%
Average Total Score		100%

*Scale for converting graded components to a CSU letter grade*

Grade	Number of Points
A	2.6–3.0
A-	2.4–2.59
B+	2.2–2.39
B	2.0–2.19
B-	1.80–1.99
C	1.20–1.79
D	0.60–1.19
F	0.00–0.59

## Student Teaching Master Schedule

Unless otherwise stated, **all assignments are due Thursdays by 11:59 pm.**

Week	Minimum Classroom Duties in the Field	edTPA Pacing Guide	Assignments (due in Blackboard, bring to seminar &/or work to help maintain your pacing)	Seminar Schedule
Week 1 8/23-8/27	Observe, build rapport, work individually with students as directed by your mentor teacher	<input type="checkbox"/> Discuss with your mentor teacher who might make a good focus learner	edTPA handbook reading assignment	<b>Seminar 1: 8/27/21 9:00-12:00</b>  We will meet this week to discuss edTPA orientation and establishing yourself in your classroom
Week 2 8/30-9/3	Observe, build rapport, work individually with students as directed by your mentor teacher	<input type="checkbox"/> Decide on a focus learner and content area for your edTPA	edTPA handbook reading assignment (continued)	—
Week 3 9/6-9/10	Begin teaching at least 1 small group or whole group lesson per day using your mentor's plans	<input type="checkbox"/> Obtain your consent from your focus learner and complete your context for learning	IEP key due in Blackboard (Thursday, 9-9-21)	

Week	Minimum Classroom Duties in the Field	edTPA Pacing Guide	Assignments (due in Blackboard, bring to seminar &/or work to help maintain your pacing)	Seminar Schedule
Week 4 9/13-9/17	Begin teaching at least 2 small groups or whole group lessons per day using your mentor's plans	<input type="checkbox"/> Draft your Context for Learning <input type="checkbox"/> Collect baseline data on your focus learner's performance <input type="checkbox"/> Develop 3–5 learning objectives and a consistent curriculum-based assessment	IEP cheat sheet due in Blackboard (Thursday, 9-16-21)	<b>Seminar 2: 9-17-21 9:00-12:00</b>  We will meet this week to discuss daily and long-term lesson planning and self-evaluating the edTPA
Week 5 9/20-9/24	Begin planning the lessons you are teaching and add a third additional daily lesson	<input type="checkbox"/> Develop the 3–5 lesson plans that make up your edTPA <input type="checkbox"/> Video record at least one of your normal non-edTPA lessons to practice <input type="checkbox"/> Watch your practice video and take notes on what needs improvement	IEP progress monitoring plan due in Blackboard (Thursday, 9-16-21)	—
Week 6 9/27-10/1	Begin planning and teaching four daily lessons  Have had at least 3 formal observations	<input type="checkbox"/> Video record yourself teaching your learning segment <input type="checkbox"/> Draft your planning commentary	—	—

Week	Minimum Classroom Duties in the Field	edTPA Pacing Guide	Assignments (due in Blackboard, bring to seminar &/or work to help maintain your pacing)	Seminar Schedule
Week 7 10/4-10/8	Transition into the full teaching load	<input type="checkbox"/> Video record yourself teaching your learning segment <input type="checkbox"/> Revise your planning commentary	Planning Commentary (bring to seminar)	<b>Seminar 3: 10-8-21 9:00-12:00</b> We will meet this week to discuss finding and getting a job and managing a caseload
Week 8 10/11-10/15	Teach the full load	<input type="checkbox"/> Finish any video recording of your learning segment <input type="checkbox"/> Edit the video down to the required length <input type="checkbox"/> Watch your video, complete Video Organizers <input type="checkbox"/> Draft your instructional commentary		—
Week 9 10/18-10/22	Teach the full load	<input type="checkbox"/> Revise your instructional commentary <input type="checkbox"/> Draft your assessment commentary		

Week	Minimum Classroom Duties in the Field	edTPA Pacing Guide	Assignments (due in Blackboard, bring to seminar &/or work to help maintain your pacing)	Seminar Schedule
Week 10 10/25-10/29	Teach the full load	<input type="checkbox"/> Revise your assessment commentary	Bring Instructional and Assessment commentary to seminar	<b>Seminar 4: 10-29-21 9:00-12:00</b> We will meet this week to discuss finalizing the edTPA
Week 11 11/1-11/5	Teach the full load	<input type="checkbox"/> Read and revise all of your edTPA materials <input type="checkbox"/> Upload all of your edTPA materials on <b>Tuesday, November 2, 2021</b> (time TBA)	—	
Week 12 11/8/11/12	Teach the full load	—	IEP document due in Blackboard (Thursday, 11-11-21)  IEP meeting reflection due in Blackboard (Thursday, 11-11-21)	—

Week	Minimum Classroom Duties in the Field	edTPA Pacing Guide	Assignments (due in Blackboard, bring to seminar &/or work to help maintain your pacing)	Seminar Schedule
Week 13 11/15-11/19	Teach the full load	—	IEP Progress Reports due in Blackboard (Thursday, 11-18-21)	<b>Seminar 5: 11-19-21 9:00-12:00</b> We will meet this week to discuss evaluations systems for teachers
Week 14 11/22-11/26	Teach the full load Have had at least 3 more formal observations	—	Employment Portfolio due in Blackboard ( <b>Tuesday</b> , 11-23-21)	—
Week 15 11/29-12/3	Transition back to the mentor teacher taking over classroom	—	—	—

For any meetings, the following **Zoom link** will be used throughout the semester:

<https://csuohio.zoom.us/j/85283713924>

meeting ID: 852 8371 3924

**OFFICE OF FIELD SERVICES INTERNSHIP II RECORD AND EVALUATION FORM**

<b>Intern:</b> _____ <b>School</b> _____ <b>Semester/Year</b> _____ <b>Grade level</b> _____ <b>Mentor</b> _____ <b>Supervisor</b> _____	<b>EST 586</b> <b>EST 587</b> <b>EST 588</b>
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This form is to inform intern, mentor and supervisor of Intern’s progress on assignments and observations throughout semester. Rubrics on Black board and in Taskstream DRFs are used to determine scores on assignments. Final scores are to be recorded here. **The seminar leader will return this completed form to OFS at end of semester.**

<b>Ohio Department of Higher Education Survey Completion Record</b>		
If not completed in Internship 1, module quizzes are to be submitted to manager	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Survey completed in Internship 2	YES <input type="checkbox"/>	NO <input type="checkbox"/>

<b>Placement Attendance Record</b>		
Full attendance sheet with mentor signatures	YES <input type="checkbox"/>	NO <input type="checkbox"/>

<b>Observation Record</b>		
Record of at least 6 observations with supervisor	YES <input type="checkbox"/>	NO <input type="checkbox"/>

<b>Seminar Assignment Record</b>	
Average seminar participation	/3
IEP key	/3
IEP cheat sheet	/3
IEP progress monitoring plan	/3
IEP progress report	_____/3
IEP document	_____/3
IEP meeting reflection	_____/3
Employment Portfolio	/3
<b>Seminar Assignments Average _____/3</b>	
<b>edTPA Course Score _____/3</b>	
<b>Average Consensus CPAST final score _____/3</b>	
<b>Average Consensus ESE Addendum final score _____/3</b>	

<b>Final Grade Calculation</b>	
Additional requirements met	YES <input type="checkbox"/> NO <input type="checkbox"/>
Seminar Assignment Average	
edTPA Course Score	
Average Consensus CPAST final score	
Average Consensus ESE Addendum final score	

Letter Grade	Points	<b>Final Course Score/Grade for Semester</b> Points _____/_____ Letter Grade _____*
A	2.6–3.0	
A-	2.4–2.59	
B+	2.2–2.39	
B	2.0–2.19	
B-	1.80–1.99	
C	1.20–1.79	
D	0.60–1.19	
F	0.00–0.59	

