EST 480/580 – Student Teaching: Early Childhood Education
The teacher as a responsive, reflective professional: a partner in learning
Professionalism/Inquiry/Contextualism /Partnership

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Meeting Times:	Field hours, varied		

Seminar Leaders information

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I.   **Course Description**
Five full days a week in a university-supervised student teaching experience. The student teacher will follow the contracted hours of the classroom teacher as well as be required to do some work outside of the school day.

II.   **Course Rationale**
This is the required student teaching course for early childhood licensure.

III.   **Texts**
IV.   Transformative Teaching, Changing Today's Classrooms Culturally, Academically, & Emotionally; Brittingham, Duncan, & Kryza (2016) Solution Tree Press

V.   **Course Goals and Objectives**
0.1 – I can identify the Academic Content Standards and the Common Core.
0.2 - I can identify the Ohio Teacher Evaluation System (OTES).
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 <u>instructional goals</u> evidenced through isolated lessons/units aligned with school/district policies and Ohio's academic standards.
B. I can create developmentally appropriate <u>learning activities</u> that align with the instructional goals and school/district priorities and Ohio academic content standards.

(Knowledge, Skills)

4.2 - A. I can <u>identify and record</u> students' learning and performance information to plan and deliver effective instruction.
B. I can <u>plan and deliver</u> effective lessons that provide evidence of differentiated instruction addressing the achievement gap.
(Knowledge, Skills)

4.3 - A. I can <u>state and post</u> 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 <u>plan and deliver</u> effective instruction to include a range of behavioral and academic strategies and adapt plans when needed to keep students motivated, engaged, focused <u>in sustained instruction.</u>
(Knowledge, Skills)

4.5 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching <u>large and small groups or individuals</u>.
(Knowledge, Skills)

4.6 - I can <u>create and utilize</u> 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)

VI.   <u>**Instructional Strategies/Activities Related to Technology and Diversity**</u>
In keeping with CSU's commitment to preparing effective urban educators, candidates are required to complete at least one major field experience (practicum or student teaching) 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.

VII. <u>**Course Requirements**</u>

Assignments/Assessments-

a. **edTPA - (600 points)** Candidates in Internship 2 are required to submit their edTPA for national scoring following due dates set by the Office of Field Services. This is a high-stakes requirement and must be submitted to receive a passing grade in Internship 2. Information about cut scores and consequences for failure will be found on the OFS website. You will receive a comprehensive handbook providing full details of this assignment from the Office of Field Services. You will prepare the materials for this assessment with guidance from your supervisor. The TPA includes three tasks: planning, instruction, and assessment. The assessment is focused on student learning and is designed around the principles that successful teachers follow including the need to: apply knowledge of subject matter (either academic or non-academic) and subject-specific pedagogy, develop and apply knowledge of their learners' varied needs, consider research/theory about how learners learn, and reflect and act on evidence of the effects of their instruction on learning and/or performance. As a performance-based assessment, the edTPA is designed to engage you in demonstrating your understanding of teaching and learning in authentic, experiential ways. Please see below for edTPA grading scale. *If you do not meet the university cut score of 36 you will have to complete a remediation process in order to apply for licensure. The Associate Dean handles all edTPA remediation.*

edTPA Grading Scale

edTPA Score	Letter Grade	Point Equivalency
75- 37	A	570 -600
36 - 33	B	510 -560
32-26	C	410 -500
25 -20	D	310 -400
19-10	F	300
Below 10		150
Non submission of an edTPA is an automatic 0 points		
Grades for Error Codes will be mediated by OFS.		

VIII. **Reflections – (100 points)** Interns are required to complete two (2) reflections over the course of the semester. Each refection is to be at least two pages but no more than three pages. Reflections should have 1" margins, 11 font and single spaced. Reflections will be uploaded to Blackboard under the Assignments Content Folder. See blackboard assignments for further directions.

IX. **Employment Portfolio – (150 Points)** This assignment will be uploaded on Black Board Under the Assignments Content Folder. You will be required to upload your cover letter, your professional resume, and the names and contact information for 3 professional references. See blackboard assignments content folder for further directions.

X. **Peer Review Video- (40 points)** you will be assigned a partner for this assignment. You will both upload a video of you teaching a full lesson from beginning to end to Blackboard (not one you have used for an observation or your edTPA Alternative Assignment). The video should show you displaying the essential parts of a complete lesson including: the opening, I can statements, assessments, closing and transition to next lesson. You will review each other's video and give feedback to the other student using the CPAST Rubric as your guide. Rubric will be uploaded to Blackboard under assignments. See Blackboard Assignments content folder for further instructions.

XI. **Quiz: (10 points)** School Operating Standards, Professional Development Standards, Resident Educator Licensure Program While this quiz does not have points attached *it is a requirement to complete the quiz to pass the class.* The quiz can be found in Blackboard Assignments content folder.

XII. **Attendance and Participation – (100 points)** Points will be deducted for any unexcused absences. Participation points are for in class and blackboard discussion boards.

XIII. <u>**In addition to these written assignments, interns seeking licensure must complete and satisfy the Taskstream Checkpoint criteria.**</u>

    c. <u>**Other Requirements**</u>
- **Textbook articles and –** Candidates in Internship 2 are required to read/watch the assigned textbook pages, Articles and/or Videos before seminar, in order to be prepared for seminar discussions and to show evidence on lesson plans that information from the text, articles and discussions are being incorporated into practice.

XIV. <u>**Grading criteria**</u>
A field grade is earned through a calculation of three separate variables. All field assignments are graded on a scale of 0-3, with 2 being a proficient level. See below the scale for converting CSU graded components to a letter grade.

Grade	Points or %		Description	% OF FINAL GRADE
A	93-100		Assignments	40%
A-	90-92		Candidate Pre-Service Assessment of Student Teaching (CPAST)	40%
B+	87-89		Specialized Program Area criteria	20%
B	83-86			
B-	80-82			
C+	77-79			
C	73-76			
C-	70-72			
D	67-69			
D-	60-62			
F	Below 60			

XV. <u>**Course Policies**</u>
A. **Attendance and Punctuality** Attendance at each Zoom seminar session is required. **It is preferred that video be on during class time.** If a Seminar session needs to be missed the intern needs to notify the seminar leader as soon as possible *before* the missed seminar session. Punctuality is an important skill for teachers. Interns are expected to arrive on time for seminar.
B. 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.**

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.
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.**

C.

<u>Absences</u>

Unexcused absences are not permitted for any reason

Excused absences -Student teachers are required to attend afterschool events that are contractual obligations for the classroom teacher. If these functions conflict with seminar, it will be considered an allowable absence as long as the seminar leader has been informed in advance of this obligation. It will be the student's responsibility to find out what they have missed from the seminar leaders or classmates.

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>Late assignment policy</u>. All assignments are to be submitted by the Tuesday of the following week of the assignment by 11:59pm. Late assignments will incur a 10% deduction from the grade for each week that it is late. *No Late Assignments will be accepted in the last week of class.*
C. <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.**
D.   <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.
E. <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.

F. Ethics. 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.

G. Ethical and Responsible Technology Use. All interns must adhere to the CSU Information and Technology Resources General Policy when using computer equipment on campus.

H. Ethical and Responsible Technology Use in Field. 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.

I.

J. 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.

    I. 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.

    II. 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.

    III. 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 or http://www.csuohio.edu/academic/writingcenter.

K. 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.

L. **Technical Help**. If you have a question about Taskstream contact Dr. Heather Gallacher (687-3743; h.gallacher@csuohio.edu) or Dr. Brian Yusko (875-9774; b.yusko@csuohio.edu) If you need help with Zoom or require technical assistance with videotaping or editing, you should visit the Center for Educational Technology webpage for posted office hours via Zoom: https://cehs.csuohio.edu/cet/cet

Health and Safety Syllabus 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!

DO NOT ATTEND CLASS IF YOU ARE ILL!

The EST 480/580 SEMINAR will be taught online via Zoom. We request that if possible, you keep your video on and participate in class to the fullest extent possible.

XVI.   Seminar Outline
XVII.

Week		Textbook	Activity/Assignments	To complete
1 8/25	Introduction/ Getting to know you Class organization/Syllabi Self-reflection as a practitioner edTPA: Context for Learning	Intro of textbook	Read the edTPA Handbook	
2 9/1	edTPA tools	Ch 3	Gather information for Context for Learning	-Identify the content area you will teach for edTPA
3 9/8	Supporting varied learning needs IEP/504	Ch 10 & 12	Lesson plans for edTPA learning segment (plans, instructional materials, assessment tools)	-Complete the draft of Context for Learning Distribute video consent forms
4 9/15	Using assessments & feedback	Ch. 6 & 8	Review Planning commentary	-Collect video consent forms -Complete draft plans for edTPA
5 9/22	Using knowledge of child to inform teaching and learning	Ch 11	**Employment Portfolio Due** Videotaping	-Complete lesson plans for edTPA unit. -Identify Assessments to be used. -Complete Planning Commentary draft
6 9/29	Identifying and supporting language development	Ch 7	Videotaping Begin Instructional Commentary	-Videotaping Teach edTPA unit
7 10/6	Video choice Where are you with edTPA	Ch 9	Videotaping if needed	-Videotaping Teach edTPA unit
8 10/13	Supervisor Day Video Compression day		Instructional Commentary Select Assessment for edTPA **Reflection 1 due**	
9 10/20	Understanding Rubric level progressions resource for Writing commentaries		Student Work Samples/Evidence of Feedback Begin Assessment commentary	-Complete Instructional Commentary draft
10 10/27	Peer review of edTPA			-Complete Assessment Commentary draft
11 11/3	**edTPA upload support**		*Complete edTPA submitted To Pearson and Taskstream*	**edTPA due** Nov. 4th by 11:59PM
12 11/10	Brain research – classroom environment		Ch 4 & 5 Complete Class Evaluation	
13 11/17	Advocating for the profession		**Reflection 2 due**	
14 11/24	Collaboration		By this week Students will Complete OBR survey regarding their teacher preparation program.	Complete OBR survey (email)

Week	Suggested Teaching	Suggested Observations
15 12/1	Lets celebrate!	

XVIII. **Field 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
1	Familiarize self with online learning platforms, and curriculum. Gather information for context for learning.	
2	One activity such as circle time or morning meeting.	
3	One subject such as Math or Language Arts	**Supervisor Observation 1**
4	One subject such as Math or Language Arts and a class activity such as class opening	**Mentor Observation 1**
5	Two Subjects	**Supervisor Observation 2**
6	Take over 3 subjects with co-teaching by mentor if needed **(Teach Learning Segment for Seminar)**	**Supervisor Observation 3**
7	Take over 4 subjects **(Teach Learning Segment for Seminar)**	**Midterm triads held by end of week 8**
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**
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.	
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	