



A teacher is a responsive and reflective professional dedicated to teaching and learning

Seminar EST 498

Spring 2021

6 Credits

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Course Description

The purpose of Apprentice Teaching 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 twelve weeks the grading period of the placement.

In addition to the student teaching experience in a high school classroom, you are required to attend scheduled seminars during the course of the semester. These seminars are designed to respond to issues or topics that seminar participants raise, check on your progress through the student teaching experience, and provide additional opportunities to refine particular teaching skills. There will be a number of other optional professional development activities provided throughout the semester. It is strongly recommended that you take advantage of these opportunities.

Covid-19 Statement: During educational uncertainty caused by responses to the COVID-19 pandemic, it is important to develop a growth mindset and to remember that the opening of schools requires flexibility. The coronavirus pandemic has unneeded out notions of normal. Decisions made by school leaders may not always be the right decision and learning opportunities may not align with those discussed in previous courses. Ultimately, as our K12 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 K12 teachers to assist with student engagement, tutoring, and assessment of student learning. We ask for your patience in working alongside your mentor teacher on this journey of discovery. We are confident that you will be a valuable asset and that you will proudly represent CSU.

Prerequisite EST 398

Must be admitted to the college as a declared major or minor and meet all college GPA standards to be eligible for this course. The purpose of Apprentice Teaching II is to assist participants in transitioning from a college student into a classroom teacher. Initially, it is important to observe and become oriented 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 and through until the end of the school day, for the majority of the grading period of the placement.

Student Teaching

Apprentice teachers need to attend a minimum of 60 scheduled school days, counting from the start of the school day until the end of the scheduled school time. School days that count for this requirement do not include extra voluntary activity before or after school. Calamity days are counted as days attended. Scheduled days off including MLK and Presidents' Day are not counted as days in attendance. More than three sick days are not excused and are counted against the attendance requirement and must be made up at the school site to avoid a penalty in the grade. University-sponsored events such as career days are counted as attending the school-site, and so are scheduled professional development days. Time sheets will be collected at the end of the experience.

Course Rationale

The purpose of Apprentice Teaching 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.

College of Education and Human Services 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. These are connected with the following CSU outcomes: Communication, Personal Philosophy, Professional Development, and Collaboration and Professionalism. You should be monitoring your own development beginning now and continuing throughout your teaching career. The Student List of Professional Dispositions you received with your acceptance into your program is your guide. This list is also available at

<http://www.csuohio.edu/cehs/student-list-professional-dispositions>

Instructional Strategies/Activities Related to Technology and Diversity

Students are expected to design lessons that incorporate both technology and diversity. Supervisors and mentors are expected to oversee lesson plans before they are executed, as well as discuss outcomes of those lessons.

Late assignment policy.

Assignments are expected on time. Please speak with the professor well in advance of the deadline if there are reasons that you cannot meet an assignment. When you teach, the lesson plan draft must be to your mentor teacher 48 hours in advance and to your supervisor 48 hours before an observation. Your lesson plans for observations must be uploaded to your supervisor in Taskstream.

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 acknowledgement.

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 or <http://www.csuohio.edu/academic/writingcenter>

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/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.

Technical Help.

If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. These steps are for seeking help with technical questions only.

Search the online knowledge bases: [Online Help Portal](#) or [AskeLearning](#).

Course Requirements

1. **Student Teacher 12 weeks:** Develop, plan and implement instruction for your mentor's entire schedule starting in week three of your experience. Plans should be coordinated and shared with your mentor teacher prior to implementation, and there should be a formal lesson plan for formal observations and an abbreviated lesson plan each day. In addition to taking over instructional duties, you will participate in all contractual activities of your mentor teacher (parent teacher conferences, staff meetings, etc.) excluding supplemental activities (coaching, club advisory, etc.). Co-teaching is an option if your mentor teacher so chooses.

The purpose of this assignment is for you to practice the various skills you have gained in the learning/teaching process. This is the crux of the course. Documentation due for Student teaching consists of the following assignments.

- a. **Two formal Lesson Observations** completed by Mentor Teacher.
 - i. A draft of lesson plans must be submitted to your mentor at least 48 hours prior to the lesson's observation. A completed observation will consist of a lesson plan, observation rating form, and an observation follow-up form. Follow chart as to where the documents are submitted (Taskstream or blackboard)
 - b. **Two formal Lesson Observations** completed by Supervisor
 - i. A draft of lesson plans must be submitted to your supervisor at least 48 hours prior to the lesson's observation. A completed observation will consist of a lesson plan, observation rating form, and an observation follow-up form. Follow chart as to where the documents are submitted (Taskstream or blackboard)
 - c. **Triad Self Reflection and Meeting** with supervisor, mentor and you.
 - i. In addition to formal observation you will self assess to the rubric provided in advance of a meeting arranged by you between your supervisor, mentor, and yourself. Follow chart as to where the documents are submitted (Taskstream or blackboard)
 - d. **Time Sheet** reflecting 12 weeks in the field
2. **Seminar Attendance:** The seminar will allow you opportunity to address issues and concerns you are facing in your apprentice teaching experience, as well as assist you in helping others should you choose.
 3. **Unit Plan:** The purpose of this assignment is to evaluate the Intern's ability to design, implement, and evaluate a learning segment of an inquiry-based unit that teaches students knowledge of a subject matter and/or skills measured by a specific state standard. The Inquiry-based Unit plan is to be a learning segment consisting of 3 lessons. This assignment is divided into 3 sections: Planning for instruction and assessment, Instruction of the

planned unit and Assessing the students' learning. Directions will be provided. Follow chart as to where the documents are submitted (Taskstream or blackboard)

4. **Employment Portfolio:** The purpose of these documents are to prepare you to enter the working force both as documents needed in finding a position and a plan for ongoing learning. Three documents are required:
 - a. Professional resume
 - b. Cover letter
 - c. Educational philosophy
 - d. Professional development plan that includes evidence of at least two professional development activities completed during the 2020-21 school year and a plan for the first two years of your career for continued learning.

Course Goals and Objectives

The student teaching experience provides opportunities for students to apply the skills and knowledge they have accumulated during their preceding coursework at CSU, reflect on them and refine them. Each student will demonstrate his or her progress in the following areas:

| Knowledge objectives...The Teaching Candidate will know: | Course Assessment | CSU Outcome | CSU Framing Principles |
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| 1. selected Humanities or STEM concepts developmentally appropriate for grades 9 – 12. | Observations Summary Triad | Knowledge of subject matter | Professionalism |
| 2. how the Humanities or STEM and technology are integrated. | Observations | Knowledge of subject matter | Contextualism |
| 3. a variety of instructional approaches and methods in the Humanities or Step | Observations Summary Triad | Instructional Strategies | Professionalism |
| 4. a variety of methods for assessing student's understanding. | Observations Summary Triad | Assessment | Professionalism |

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| 5. current educational research supporting “ <i>best practices</i> ” in teaching, management, and building community. | Observations Summary Triad | Knowledge of development & learning | Inquiry |
| 6. National, State, and Local teaching standards. | Observations Summary Triad | Knowledge of subject matter | Professionalism |

| Skill objective... The Teaching Candidate will: | Course Assessment | CSU Outcome | CSU Framing Principles |
|--|--|-------------------------------------|-----------------------------------|
| 1. elicit student background information and make sensitive use of this information as a part of instructional planning. | Observations, Unit Plan, and Summary Triad | Knowledge of development & learning | Inquiry Professionalism |
| 2. investigate curriculum resources and teaching strategies and implement select materials within lessons. | Observations, Unit Plan and Summary Triad | Instructional Strategies | Inquiry Professionalism |
| 3. implement a variety of instructional approaches including inquiry and group work to accomplish instructional goals. | Observations, Unit Plan Summary Triad | Instructional Strategies | Professionalism |
| 4. create engaging and relevant learning activities linked to appropriate standards that motivate and instruct. | Observations, Unit Plan Summary Triad | Knowledge of development & learning | Professionalism |

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| 5. design, employ and analyze assessment tools to gauge learning of students and inform future learning | Observations, Unit Plan and Summary Triad | Assessment | Inquiry Professionalism |
| 6. critically reflect upon teaching episodes and propose adjustments when indicated. | Reflections | Assessment | Inquiry Professionalism |
| 7. implement effective behavior management and conflict resolution methods. | Observations Summary Triad | Learning Environment | Contextualism Professionalism |
| 8. create a climate conducive for learning for all students. | Observations Summary Triad | Learning Environment | Contextualism |
| 9. utilize instructional and communication tools, including technology, in the service of learning. | Observations Summary Triad | Communication Technology | Professionalism |

Roles and Expectations for Apprentice, Mentor and University Supervisor

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| Apprentice Teaching 2 Student (intern) | <ul style="list-style-type: none"> · Observes and assists with individual and small group instruction in every class the mentor teacher is responsible for from the beginning of the experience. · Assumes the full load of mentor teacher responsibilities starting after the winter break, first with one class and within 4 weeks, teaching the full schedule. · Plans and teaches unit plan. · Plans, implements, and assesses learner-centered lessons. · Creates and grades assessments. · Allows time for reflection (i.e. observation follow up forms, triad conferences). · Attends all seminar sessions during the semester. · Attends additional professional development seminars. · Exhibits dispositions associated with CSU College of Education. |
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| Mentor | <ul style="list-style-type: none"> · Is present in the online classroom whenever the Intern is teaching. · Models effective instructional practices, offers orientation to the classroom, provides materials and advice for intern's lesson plans virtually. Co-teaching is allowed during the COVID 19 pandemic. · Facilitates intern's participation in duties outside of classroom teaching. · Observes intern and completes two formal observation forms. These may be summative over a number of observations, or a record of a particular instance of teaching. Uploaded to Google Drive. · Facilitates reflections on experience (i.e. informally, triad conferences) and participates in a formative triad meeting mid-way through term · Completes an additional summative evaluation of the intern with the university supervisor at the end of the semester (Triad Meeting). |
| University Supervisor | <ul style="list-style-type: none"> · Provides formative feedback on lesson planning and teaching. · Observes intern and completes a minimum of two formal observations. · Facilitates reflections on experiences, including triad conferences. · Works with a mentor teacher to complete a summative evaluation of interns at the end of the semester (Triad meeting). · Reviews all work uploaded to Taskstream. · Writes a letter of recommendation at the end of the experience. |

Assignments and Grading

| Assignment | Points | Submission |
|---------------------------|--------|-----------------------|
| Student Teaching | | |
| 2 Observations Mentor | 40 | Supervisor/TaskStream |
| 2 Observations Supervisor | 40 | Supervisor/TaskStream |
| 2 Completed Triads | 40 | Supervisor/TaskStream |
| Timesheet | 20 | Seminar Instructor |
| Attendance | 20 | Seminar Instructor |
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| Unit Plan | 100 | Supervisor/TaskStream |

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| Employment Portfolio | | |
| Resume | 20 | Seminar Instructor/TaskStream |
| Cover Letter | 20 | Seminar Instructor/TaskStream |
| Philosophy of Education | 20 | Seminar Instructor/TaskStream |
| Professional Development Plan | 20 | Seminar Instructor/TaskStream |

Grading Scale

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| A | 93% - 100% |
| A- | 90% - 92% |
| B+ | 87% - 89% |
| B | 83% - 86% |
| B- | 80% - 82% |
| C+ | 77% - 79% |
| C | 70% - 76% |
| D | 60% - 69% |
| F | Below 60% |

Course Schedule/Subject to change at instructor's discretion

| Date | Topic | Due by this date |
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| January 25 | 4:00 - 5:00 Teaching Update Syllabus Review Questions 5:00 - 6:00 Legal Workshop Guest Speaker: Kimberly Brueck, Director of Human Resources at Green Local Schools | |
| February 8 | 4:00-5:00 Unit Planning discussion 5:00 - 6:00 Professional Portfolio Workshop Guest Speaker: Karen Lieske, Assistant Director of Career Services at CSU | Unit Plan Initial Planning Started |
| February 15 President's Day | | Unit Plan Rough Draft |
| February 22 | Supervisor Meeting to be organized by supervisors in private zoom rooms. | Observation 1 Mentor Observation 1 Supervisor |
| March 8 | Professional Presentation Workshop Part I - 5:00=6:00 Guest Speaker: Karen Brown, Assistant Superintendent, Euclid City Schools | Resume Rough Draft Cover Letter Draft |
| March 15 | Professional Presentation Workshop Part II- 5:00-6:00 5:00-6:00 Guest Speaker: Feowyn MacKinnon, Principal of MC2 Mock Interview with one selected | Unit Plan Completed |

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| | student | |
| March 22 | 4:00 - 5:00 Preparation for NEO Day. NEO day is March 30. | Resume Completed Cover Letter Completed |
| April 5 | Supervisor Meeting to be organized by supervisors in private zoom rooms. | Observation 2 Mentor Observation 2 Supervisor Professional Development Plan Completed Philosophy of Ed Draft |
| April 19 | Observation Check-In Discussion Philosophy of Ed | Triad Meeting Philosophy of Ed Completed |