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

Master Syllabus - 4 Credits

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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 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, "[a]s 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).

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 an 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 virtually and/or in the field at least eight times throughout the semester. **To facilitate the virtual observations, students will need to submit documentation from the district to allow for video observation.** 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. A university supervisor will observe the pre-service teacher at least six times in the field and may require additional observations depending on the pre-service teacher's progress. **For each observation, the pre-service teacher will upload a lesson plan to Taskstream 48 hours in advance of the observation.** After the observation, the pre-service teacher will meet with their supervisor to discuss the observation and the supervisor will upload a complete OFS observation form to Taskstream. 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 students score on the CPAST rubric. A full description of field observation is provided on pages 36–37 in the OFS Handbook.

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. Seminar assignments (i.e., the IEP key, individual lesson plan, 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, CPAST 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.

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.

Assignments

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

Seminar Average (40%): The students will earn a single grade between 0.0 and 3.0 on all of the following assignments. At the end of the seminar, each of these grades will be averaged to a single between 0.0 and 3.0 grade that will make up 25% of the pre-service teacher's final grade for the internship.

IEP key: Each 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. This assignment will be graded using the rubric available on Blackboard.

IEP progress report: Each pre-service teacher will collect data on all IEP objectives on their mentor's caseload. For each student, they will write an IEP progress report using the ODE suggested template or a template provided by the field placement.

Employment portfolio: 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.

Seminar attendance and participation: 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.

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 CPAST 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 CPAST rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CPAST 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 CPAST 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 or http://www.csuohio.edu/academic/writingcenter.

Technical Help
If you need help with GoReact you should contact Sharyn Turner at s.e.morgan@csuohio.edu or 216-389-0532. 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.

Professionalism

CSU interns are considered members of the school team, not visitors, and 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 in both in-person **AND** virtual educational settings. 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.**

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.

Professional Boundaries

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. **Never sign-in/login using a mentor teacher's credentials, seek technical support with your district and/or CSU as needed.** What can be considered "helping" in some fields may be considered out of bounds when done by teachers. Seethe OFS Handbook for more detailed information.

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.

Assignments	Points	Weight
Seminar Average (components listed below):		
Score out 3.0 on the IEP Key rubric		
Score out of 3.0 on the IEP Progress Report rubric		
Score out of 3.0 on the Employment Portfolio rubric		
Average score out of 3.0 for seminar participation	3.0	40%
edTPA	3.0	20%
Final CPAST Average	3.0	20%
Final Special Education Addendum Average	3.0	20%
Average Total Score	3.0	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

In these unprecedented times we are committed to supporting you throughout your internship. With an understanding of necessary flexibility in response to the coronavirus pandemic, the following is a suggested timeline:

Week	Minimum Classroom Duties	Seminar Topics	Assignment Due (uploaded to Blackboard before seminar)
Week 1	Observe, build rapport, work individually with students as directed by your mentor teacher	edTPA orientation	edTPA handbook reading assignment due
Week 2	Observe, build rapport, work individually with students as directed by your mentor teacher	Finding and getting a job Managing a caseload	IEP Key Due
Week 3	Begin teaching at least 1 small group or whole group lesson per day using your mentor's plans	Daily and long term lesson planning Self-evaluating the edTPA	Employment Portfolio Due
Week 4	Begin teaching at least 2 small groups or whole group lessons per day using your mentor's plans	Evaluations systems for teachers Finalizing the edTPA	Full edTPA Due
Week 5	Begin planning the lessons you are teaching and add a third additional daily lesson	Resident educator programs, goal setting, and self-assessment	IEP Progress Report Due

OFFICE OF FIELD SERVICES INTERNSHIP II RECORD AND EVALUATION FORM

Intern:_____ **School**_____ **Semester/Year**_____ **Grade level**_____ **Mentor** _____ **Supervisor** _____	**EST 586** **EST 587** **EST 588**

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 supervisor will return this completed form to OFS at end of semester.

Ohio Department of Higher Education Survey Completion Record	
If not completed in Internship 1, module quizzes are to be submitted to manager	YES • NO •
Survey completed in Internship 2 (Proof submitted via Taskstream)	YES • NO •

Placement Attendance Record	
Full attendance sheet with mentor signatures	YES • NO •
Dates of excused absences	1) _____ 2) _____ 3) _____
Dates of any unexcused absences	

Observation Record				
Date/Time	**Observation or Walk-Through**	**Taskstream Score**	**Lesson Plan**	**Comments**
	OBS	Met Not Met	Met Not Met	
	OBS	Met Not Met	Met Not Met	
	OBS	Met Not Met	Met Not Met	
	OBS	Met Not Met	Met Not Met	
	OBS or W/T	Met Not Met	Met Not Met	
	OBS or W/T	Met Not Met	Met Not Met	

Seminar Assignment Record	
IEP Key rubric	
IEP Progress Report rubric	
Employment Portfolio rubric	
Average seminar participation	
Seminar Assignments Average _____/3	

edTPA Record		
Original edTPA Rubric Score		
(if required) Remediated edTPA Rubric Score		
Rubric Score	Course Score	
Not submitted	0	**edTPA Course Score**
0–35	1	
36–42	2	_____ / 3
43 +	3	

CPAST and ESE Addendum Triad Conference Record	
Final triad meeting held on _____	**Signatures**
Intern Final CPAST score _____ ESE Addendum score _____	**Intern-**
Mentor CPAST score _____ ESE Addendum score _____	**Mentor-**
Supervisor CPAST score _____ ESE Addendum score _____	**Supervisor-**
Average Consensus CPAST final score _____ / 3 **Average Consensus ESE Addendum final score _____ /3**	

Final Grade Calculation			
Additional requirements met (i.e., ODHE Survey, Attendance Record, Observation Record)	YES • NO •		
Seminar Assignment Average (40% of total grade)			
edTPA Course Score (20% of total grade)			
Average Consensus CPAST final score (20% of total grade)			
Average Consensus ESE Addendum final score (20% of total grade)			
Letter Grade	**Points**		
A	2.6–3.0	**Final Course Score/Grade for Semester**	
A-	2.4–2.59	**Points _____/_____**	
B+	2.2–2.39	**Letter Grade _____***	
B	2.0–2.19		
B-	1.80–1.99		
C	1.20–1.79		
D	0.60–1.19	* A candidate must receive a B or higher in Internship	
F	0.00–0.59	II to be eligible for a teaching license.	