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ECE 441
Internship 1 Field
Early Childhood Education

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).

I. Course Description

- II. ECE 441, Internship 1- Field is a co-requisite for ECE 441- Seminar. This course meets once a week and supports the transition of the intern from student to teacher.

All students enrolled in this class must have a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) on file with the Office of Field Services.

In addition, all students must have successfully met all Taskstream Checkpoint 1 requirements.

Relationship to the Concurrent Seminar

Students enrolled in this course must also be concurrently enrolled in ECE 442, the seminar companion to this Field practicum. The field experience will provide the context for the seminar assignments (e.g., lessons taught, student behavior observed). Students must pass both Internship 1 components (ECE 441 and ECE 442) in the same semester to be eligible to move forward into Internship 2. Students who do not receive a passing score in either ECE 441 or ECE 442, must repeat both concurrent courses in order to progress to Internship 2.

III. Course Rationale

The purpose of Internship I- Field class is to assist interns in making the transition from college student to a classroom teacher.

- I. **Text** There is no required text for this course.

IV. Course Goals and Objectives

- 0.1 – I can identify the Resident Educator Licensure Program.
- 0.2 – I can identify the School Operating Standards.
- 0.3 - I can identify the Professional Development Standards.
- 0.4 – I can identify the Value-added Progress Dimension.
- 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. (Knowledge)
- 1.2 - I can identify student’s prior knowledge, abilities and cultural background and use this knowledge to meet the needs of students. (Knowledge, Skills)

- 1.3 - I can prepare lessons that reflect the expectations that all students will achieve to their full potential. (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. (Disposition)
- 1.5 - I can identify characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate instruction. (Knowledge, Skills)
- 2.1 - I can demonstrate the need for knowledge of content area in order to plan instruction. (Knowledge, Skills)
- 2.2 - I can articulate content -specific instructional strategies used to reflectively teach the central concepts and skills of the discipline. (Knowledge, Skills)
- 2.3 - I can determine school and district curriculum priorities and the Ohio Academic Content Standards. (Knowledge)
- 2.4 - I can connect prior and new knowledge with in the discipline to other content areas. (Knowledge)
- 2.5 - I can connect content to relevant life experiences and career opportunities for students. (Skills)
- 3.1 - I can identify assessment types their purpose and the data they generate. (Knowledge)
- 3.2 - I can select and use a variety of diagnostic, formative and summative assessments. (Skills)
- 3.3 - I can with support analyze data to monitor student progress and learning to plan instruction. (Skills)
- 3.4 - I can communicate student progress with students and mentor teachers. (Skills)
- 3.5 - I can involve learners in self-assessment and goal setting. (Skills)
- 4.1 - (A) I can create developmentally appropriate instructional goals evidenced through isolated lessons/units aligned with school/district priorities and Ohio's academic standards. (Knowledge, Skills)
- 4.1 - (B) I can create developmentally appropriate learning activities that align with the instructional goals and school/district priorities and Ohio academic content standards. (Knowledge, Skills)
- 4.2 - (A) I can identify and record students' learning and performance information to plan and deliver effective instruction. (Knowledge, Skills)
- 4.3 - (A) I can state and post clear learning goals/objectives and provide opportunities for students to explain learning goals/objectives throughout lesson. (Knowledge, Skills)
- 4.3 - (B) I can provide evidence that learning activities are linked to defined goals. (Knowledge, Skills).
- 4.4 - I can plan and deliver effective instruction to include a range of behavioral and academic strategies that keep students motivated, engaged, focused in isolated lessons. (Knowledge, Skills)
- 4.5 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching small group lessons. (Knowledge, Skills)
- 4.6 - I can create and utilize multiple teaching and learning strategies that engage students in active learning opportunities that promote:
 - a. independent learning
 - b. individual choice
 - c. 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
 (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
 (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. (Knowledge, Skills)
- 5.5 - I can take responsibility for establishing and maintaining 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
 (Knowledge, Skills, Disposition)
- 6.1 - I can Use effective verbal, non-verbal and media communication techniques to communicate clearly and effectively. (Skills)
- 6.2 - I can with support, practice positive relationships and supportive interactions as the foundation of my work with children and families. (Skills)
- 6.3 - I can collaborate effectively with mentor teachers and supervisors. (Disposition)
- 6.4 - I can identify community agencies to promote a positive environment for student learning. (Knowledge, Skills)
- 7.1 - I can act professional at all times by following the professional ethics, policies and legal codes of professional conduct, including the need for confidentiality. (Disposition)
- 7.2 - I can use self-reflection as a professional development tool and identify 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. (Skills)

V. Instructional Strategies/Activities Related to Diversity and Technology

In keeping with CSU's commitment to preparing effective urban educators, candidates are required to complete at least one major field experience 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. Prompts for some Guided Reflections explicitly require candidates to reflect on the social issues that impact education in diverse educational settings. The Inquiry based Unit Plan 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 and as a part of their participation in the seminar.

VI. Course Requirements

a. Field Requirements

- Students will interact in various modalities to achieve the 180 hours in the field. Hours will be achieved through planning, small group and/or one-to-one interactions in person or remotely. **Ideally, the field hours are composed of three hours per day, four days per week, for the entire 15-week semester.** Candidates are expected to observe, assist, and co-teach with the mentor teacher, as the virtual environment allows. Candidates will be observed virtually a total of four times by the CSU supervisor and

twice by the mentor teacher. **For each observation, the candidate must provide a draft lesson plan 48 hours in advance.**

- **To facilitate the virtual observations, students will need to submit documentation from the district to allow for video observation.**
- At the midpoint and end of the semester, the candidate will participate in a “triad meeting” with the university supervisor and mentor teacher to assess progress in the course and complete the CCAST scoring tool. The final Triad CCAST score will determine the semester grade.

b. Grading criteria

This course is a pass/fail. The cumulative score on the 15-week CCAST will determine the pass or fail grade.

Grade	Points
Pass	3.0 -1.28
Fail	1.27 or below

VII. Course Policies

A. Attendance and Punctuality

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

All students are expected to:

1	Sign in and out of placement daily, using schools designated system.
2	Complete the Intern Attendance Form daily. (File with Mentor Teacher)
3	Make available the Intern Attendance Form during supervisor’s visits.
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 <i>Below for information regarding absences</i> .
7	Notify the mentor teacher, school secretary, and university supervisor of any anticipated absences. See <i>Below for information regarding absences</i> .
8	Leave detailed plans and materials for the mentor teacher who will ‘cover’ for the intern during an excused absence. See <i>Below for information regarding absences</i> .
9	Make-up <u>each</u> excused absence beyond three. See <i>Below for information regarding absences</i> .
10	Attend a concern conference, if attendance or punctuality becomes an issue. (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.

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

Unexcused absences are not permitted for any reason

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

- C. 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.**
- D. 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 can be found in the handbook on the OFS website.
- E. 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. 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. 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>.
- I. 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.
- J. Technical Help.** If you have a question about GoReact you should contact Sharyn Turner at s.e.morgan@csuohio.edu or 216-687-4719. If you have a question about Taskstream or require technical assistance with videotaping or editing, you should visit the Center for Educational Technology in JH 118 during posted hours or contact Dr. Heather Gallacher (216-687-3743; h.gallacher@csuohio.edu) or Dr. Brian Yusko (216-875-9774; b.yusko@csuohio.edu)

VIII. Course Outline 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	Suggested Teaching Schedule	Suggested Observation Schedule
1	Familiarize self with classroom, curriculum and learn student's names.	
2	One small group or a class activity such as class opening	
3	One small group and a class activity such as class opening or story time.	Supervisor Observation 1
4	One subject such as Math or Language Arts and a class activity	
5	Two Subjects or one subject and a class activity	Mentor Observation 1
6	Two Subjects or one subject and a class activity	Supervisor Observation 2
7	Two subjects and class activity	Midterm triads held by the end of week 8
8	Two subjects and class activity	
9	Two subjects and learning segments for Unit plan and implement center	Supervisor Observation 3
10	Two subjects and video tape learning segments for Unit plan and implement center	
11	Takeover of teaching with Mentor support and co-planning for 12 hours in field	
12	Takeover of teaching with Mentor support and co-planning for 12 hours in field	Mentor Observation 2
13	Takeover teaching and planning with mentor giving feedback and approving plans for the full 12 hours in field.	Supervisor Observation 4
14	Take over teaching and planning with mentor giving feedback and approving plans for the full 12 hours in field.	Final triads completed by end of week 15
15	Slowly return teaching duties to mentor.	

