



The teacher as a responsive, reflective professional: a partner in learning
Professionalism/Inquiry/Contextualism/Partnership

EDM 441 Middle Childhood Internship 1: Professionalism & Practice Syllabus – 6 Credits
Fall 2020
Section 1

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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)

I. Course Description

Internship I is a structured field experience designed to accompany middle childhood methods courses in English, science, mathematics, and social studies. The internship prepares the interns for the practice of teaching by stressing practical applications of theory and research to the planning, delivery and evaluation of instruction. In Internship 1, interns explore the various roles of the teacher and begin formulating a personal philosophy for teaching while working in a school classroom under the direction of a mentor teacher and a university supervisor. In general clinical settings, students are able to practice appropriate examination, evaluation, and intervention, technical, and communicative skills. Safe, ethical, and legal educational practice occurs under the

supervision of clinical instructor(s). This course provides structure to application of academic content to relevant clinical practice situations. Students will spend 180 hours in the field (school and non-school settings). This field experience is paired with EDM 442 that provides a three-credit (45 hour), classroom/seminar space for analyzing and reflecting upon the field experience. 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 college advising office.

Pre-requisites: EDM 351, EDM 352, ETE 351, EDL 301; 50% of courses in each concentration; Minimum GPA of 2.75; Professional GPA of 3.0.

Co-requisites: Two methods courses from EDM 413, EDM 415, EDM 416, or EDM 417; EDM 442

II. Course Rationale

The purpose of Internship I 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. It is an opportunity to put into practice topics and skills learned in your methods courses. 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. The field experience is paired with EDM 442 to provide class time to match theoretical understandings to the practice of learning and teaching.

III. Texts

There are no texts associated with this course.

IV. Course Goals and Objectives with assignment alignment

The internship experience provides opportunities for interns 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
1. the content taught as evidenced through lesson design and teaching observations. P/D	Observations (form.) Summary Triad	Knowledge of subject matter	Professionalism
2. the pedagogical theories and techniques used to employ the skills listed below. P/D	Lesson Plan Rationale Reflections	Knowledge of development & learning	Professionalism
3. current educational research supporting “ <i>best practices</i> ” in teaching, management, and building community. P/D	Observations (form.) Summary Triad	Knowledge of development & learning	Professionalism

Skill objective... The Teaching Candidate will:	Course Assessment	CSU Outcome	CSU Framing Principles
1. Use standards to frame/focus lessons and units and explain how the learning activity meets the goal/state standards. P/D	Lesson Plan Rationale Observations (form.) Summary Triad	Knowledge of development & learning	Professionalism
2. Plan lessons/units that are in-line with a middle school philosophy that are developmentally appropriate, cross-disciplinary, and connect with community context. P/D	Observations (form.) Summary Triad	Knowledge of development & learning	Inquiry Professionalism
3. Design lessons that connect to student interest or background or real world application. P/D	Observations (form.) Summary Triad	Instructional Strategies	Professionalism Contextualism
4. Design and implement units and lessons in which students engage in informational literacy. P/D	Observations (form.) Summary Triad	Instructional Strategies	Professionalism

5. Include strategies in your lessons for developing independent learners, critical thinkers, and problem solvers. P/D	Observations (form.) Summary Triad	Knowledge of development & learning	Inquiry Professionalism
6. Provide opportunities for grades 4 – 9 students to collaborate in their learning. P	Observations (form.) Summary Triad	Knowledge of development & learning	Inquiry Professionalism
7. Know how to use a variety of instructional technologies. Use instructional technologies in at least 50% of your lessons. P	Observations (form.) Summary Triad	Communication Technology	Professionalism
8. Design lessons/units that are differentiated to meet the needs of the range of students in your placement. P/D	Observations (form.) Summary Triad	Knowledge of development & learning	Contextualism
9. Choose and design formative and summative assessments for given standards. P/D	Observations (form.) Summary Triad	Communication Technology	Assessment Professionalism
10. Analyzes student assessment data to determine success of lesson and propose future instruction. P/D	Observation Reflection Summary Triad	Assessment	Inquiry Professionalism
11. Analyze the impact of lessons taught to grades 4 - 9 students on student learning, with student work as evidence to support reasoning. P/D	Observation Reflection Summary Triad	Assessment	Inquiry Professionalism
12. Communicate content clearly as well as effectively communicate with students and colleagues. P/D	Observations (form.) Summary Triad	Communication	Professionalism
13. Effectively collaborate with students and colleagues to support student learning. P/D	Summary Triad	Learning Environment	Partnership Professionalism
14. Support classroom structures that maintain a community with a variety of students that work together when needed and are safe from harm. P/D	Observations (form.) Summary Triad	Learning Environment	Contextualism Professionalism
15. Reflect on personal practice in lessons taught. P/D	Observation Reflection		Inquiry Professionalism

*I=Introduce / P=Practice / D=Deepen / A=Assess

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>

V. Course Requirements

- **Z) Participate in the teaching and learning process in your mentor teacher’s classroom. This includes co-teaching, tutoring, small group instruction and occasionally teaching a lesson. You will coordinate your activities with the mentor teacher and university supervisor. Ideally, interns complete at least 180 hours in the classroom, three hours per day, four days per week, fifteen weeks. *Please note that due to many schools using remote learning individual situations may vary from this schedule – be sure to talk with your supervisor in setting your schedule as close to the goal as possible. To facilitate the virtual observations, students will need to submit documentation from the district to allow for video observation.***

The purpose of this assignment is for you to practice the various skills you have gained in the learning/teaching process. This is a key element of the course.

Due: Fifteen weeks of field experience, 180 hours, by end of term.

Y) Complete four learning cycles with your supervisor and two learning cycles with your mentor. A learning cycle entails 1) providing detailed lesson plans for each class you teach to your mentor teacher and university supervisor, with rationale; 2) being observed by your mentor teacher and/or university supervisor teaching the lesson; 3) analyzing student work to determine extent of student learning; 4) completing a written reflection on the success of the lesson that provides evidence to substantiate your claims; 5) discussing the lesson with your observer(s). *Please note that your supervisors may be observing you synchronously or asynchronously, but always using the application, GoReact, which you will need to employ/turn on so your teaching is captured.*

The purpose of this assignment is to provide you with detailed feedback on your development as a teacher as well as provide evidence of your skill in the learning/teaching process.

*Due: Supervisor Learning Cycle 1 – Week 5 or 6
Supervisor Learning Cycle 2 – Week 8 or 9
Supervisor Learning Cycle 3 – Week 11 or 12
Supervisor Learning Cycle 4 – Week 13 or 14 or 15*

*Mentor Learning Cycle 1 – Weeks 2 - 7
Mentor Learning Cycle 2 – Weeks 9 - 14*

Plans for each cycle are due 2 – 3 days prior to observation; reflection due 48 hours after lesson.

X) Triad Self-Reflection

The purpose of this reflection is to focus on your self as a professional, so while there is some overlap with your lesson reflections, this is focusing on your skill set beyond just teaching. This consists of:

- 1) Completing the triad assessment form on yourself for each triad meeting;
- 2) Taking the lead of the triad by noting your placement on the rubric and your reasoning. As part of your commentary you should discuss how you have incorporated feedback from your mentor teacher and university supervisor into your practice.

Due: completed rubric brought to each Triad meeting

Please Note:

All assignments are due to your university supervisor or seminar instructor for review or evaluation. Please check with your university supervisor as to how she/he wants to coordinate that sharing with you, though most documents will be uploaded to Taskstream. An active Taskstream account is required.

Triad Partner Field Roles and Responsibilities

<p>Internship Student</p>	<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. • Develops and teaches lessons. • 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 sessions of EDM 442 during the semester. • Attends additional professional development seminars. • Exhibits dispositions associated with CSU College of Education. • Completes guided reflections for EDM 442. • Arranges for viewing/recording of lessons to be observed by supervisor using GoReact. • Completes on-line modules to meet Ohio Department of Higher Education requirements for new teachers in EDM 442. • Completes all Taskstream Checkpoint 2 requirements at “meets expectation” level of quality.
<p>Mentor</p>	<ul style="list-style-type: none"> • Is present in the classroom whenever the intern is teaching. • Models effective instructional practices, offers orientation to the classroom, provides materials and advice for intern’s lesson plans, fosters intern’s independent teaching by co-teaching. • Observes intern and completes two formal observations or learning cycles using CSU forms. These may be summative over a number of observations, or a record of a particular instance of teaching. • Facilitates reflections on experience both informally and by participating 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).
<p>University Supervisor</p>	<ul style="list-style-type: none"> • Provides formative feedback on learning cycles, both in person and in writing uploaded to Taskstream. • Observes intern and completes a minimum of four learning cycle formal observations. • Provides feedback on observed lessons and intern’s reflections on those lessons. • Coordinates with intern to use GoReact digital capture application. • Facilitates reflections on experiences, including triad conferences. • Works with mentor teacher and intern to complete a summative evaluation of intern at the end of the semester (Triad meeting). • Reviews all work uploaded to Taskstream.

VI. Grading criteria

This is a Pass/Fail Course.

Assignment	Score Options // To Pass:	Submission Method
Mentor Teacher Field Observations (2)	Complete/Incomplete // Must be completed	Mentor emails to supervisor; supervisor to Taskstream
Supervisor Field Observations/Learning Cycles (4)	Complete/Incomplete // Observations have evidence of improving practice	Supervisor to Taskstream
Triad Self-Assessment (2)	Complete / Incomplete; Must be completed	Show to supervisor at Triad
Final Triad Assessment	0 – 3 // Overall Score of 1.4 or better	Supervisor to Taskstream
No dispositional concerns outstanding at end of term	Required	

See calendar for deadlines and due dates

N.B. Not meeting all the requirements above will result in a failing grade for Internship I. A passing grade is required to move to Internship II.

Plagiarism and cheating are not acceptable. Instances of either are subject to the university discipline policy and receipt of a failing grade for the course.

VII. **Course Policies**

A. Attendance/engagement policy.

Students are expected to be in attendance at every field experience session to interact with students in the learning/teaching process and deepen understanding of that process. Additionally teacher candidates are expected to be modeling professionalism (as noted in “Dispositions”) with regular attendance. Full participation in field experience is expected and a requirement for a passing grade.

B. Late assignment policy.

Assignments are expected on time. Please speak with the professor/supervisor if there are reasons that you cannot meet an assignment deadline in advance of the deadline.

C. 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>.

D. 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.

E. 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 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](#).
- Call the 24/7 Blackboard Help Desk at 216-687-5050 and select option #2 for Blackboard Support

- [Chat](#) with a live agent.

For general information or questions about eLearning, students may contact the Center for eLearning via phone (216-687-3960) or email (elearning@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response. The Center for eLearning operates Monday-Friday from 8 AM until 5 PM.

- Visit the Open Computer Lab – JH 118 – during posted hours.

- F. Grade Dispute. Students who feel that they have received an inappropriate grade for any assignment or for the course have the right to challenge that grade. To challenge a grade, students should:
- a. First, discuss your concerns with the professor/supervisor. The issue may be as simple as a grading/recording error that is easily corrected, or it may be resolved satisfactorily upon explanation/review with the instructor.
 - b. If you are unable to get satisfactory results with the instructor, the next step is to present your concerns in writing to the Chair of the Department of Teacher Education, Dr. Debbie Jackson, for her review, investigation, and moderation of the dispute.

You are encouraged to discuss any concerns regarding this course with your supervisor who will make every effort to address these concerns and resolve them.

- G. Email. Check with your supervisors about their email habits.
- H. The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on needs of the class. This is particularly true this year due to adjustments necessary to deal with the pandemic; flexibility is key this year and changes may be made quickly. We will give as much advance warning as we can.

VIII. Bibliography

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I. **Course Outline.** In these unprecedented times we are committed to supporting you throughout your internship. The following timeline, with an understanding of necessary flexibility in response to the coronavirus pandemic, is subject to change:

II.

CALENDAR OF COURSE ACTIVITIES FOR EDM 441 and EDM 442

**** SUBJECT TO CHANGE ****

Week of	Seminar Agenda	Readings/Assignments Due:
24 Aug	No Session – content covered at orientation	~ Email mentor teacher to introduce yourself
31 Aug	~ Field Discussion ~ Being a good co-teacher ~ Context for learning ~ Teaching models	~ Developing routines with mentor and school.
7 Sept	~ Field Discussion ~ Classroom Mgmt	~ Begin field experience ~ Email supervisor on any placement issues ~ Classroom Management plans-view webinar ~ Context for Learning draft
14 Sept	~ Field Discussion ~ Developing self-directed study skills ~ Assessing with Bloom/Costa/Depth of Knowl	~ Formative Assessment- have strategies to discuss ~ Draft plans for first supervisor observation
21 Sept	~ Field Discussion ~ Partnering with Intervention Specialist ~ Differentiation	~ Complete guided reflection #1 – Developing Routines; Due 9/27 email
28 Sept	~ Supervisor Zoom Session	~ First learning cycle observation completed by the end of this week ~ Complete guided reflection #2– Engaging all students; Due 10/4 email
5 Oct	~ Field Discussion	~ Mentor observation #1 completed by end of this week

	~ Summative Assessment	
12 Oct ~ Midterm ~	~ Field Discussion ~ Evaluate Student Work	~ Formative Triad meeting this week ~ Self-Evaluation for Triad due ~ Have set of student work to share – evaluate strategies
19 Oct	~ Supervisor Zoom Session ~ Assessment as planning tool	~ Second learning cycle observation completed by end of this week ~ Complete Guided Reflection #3 Classroom Management; Due 10/25 email
26 Oct	~ Field Discussion ~ Student Self-Assessment ~ Peer sharing of videos	~ Complete Guided Reflection #4 Instructional Strategy (discussion, use of technology, lecture/demo); Due 11/1 email
2 Nov	~ Field Discussion ~ Instructional Analysis	~ Complete Guided Reflection #5 Formative Assessment - formative assessment with reflection; Due 11/8 email
9 Nov	~ Field Discussion ~ Instructional Analysis	~ Third learning cycle observation should happen by end of week
16 Nov	~ Supervisor Zoom Session ~ Student Choice Topic	~ Mentor observation #2 completed by end of this week ~ Analysis of Learning and Teaching Activity due 11/22 email
23 Nov	No Session	Thanksgiving Break
30 Nov	~ Field Discussion ~ Paperwork clean-up	~ Fourth learning cycle observation should happen by end of week ~ Attendance form to university supervisor
7 Dec	No Session	~ Final summative triad meeting held ~ Self-Evaluation for Triad due