



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

EDM 451 Middle Childhood Internship 2: Teachers as Leaders Syllabus – 10 Credits

Master Template

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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

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). Internship II is a structured clinical experience stressing the planning, implementation and evaluation of instructional experiences. Interns spend five full days a week in a school observing and teaching under the direction of a mentor teacher

and a university instructor or supervisor. Interns will take on full classroom responsibilities. Internship II student teaching experience is viewed as a critical professional step as individuals mature into the role of independent classroom teacher. The experience is designed to be consequential, formidable, demanding, and satisfying. Students will spend 405 hours in the field in Internship II. 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 441; Minimum GPA of 2.75; Professional GPA of 3.0.

Co-requisite: EDM 452

Field/clinical hours: Daily attendance at field placement to match teacher work hours.

II. **Course Rationale**

The purpose of Internship 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. The field experience is paired with EDM 452 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 student teaching 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...	Course Assessment	CSU Outcome	CSU Framing
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The Teaching Candidate will know:			Principles
1. the content taught as evidenced through lesson design and teaching observations. A	Observations (form.) Summary Triad	Knowledge of subject matter	Professionalism
2. the pedagogical theories and techniques used to employ the skills listed below. A	Lesson Plan Rationale Reflections	Knowledge of development & learning	Professionalism
3. current educational research supporting “ <i>best practices</i> ” in teaching, management, and building community. D/A	Observations (form.) Summary Triad	Knowledge of development & learning	Professionalism
4. National, State, and local teaching standards. A	Observations (form.) Summary Triad	Knowledge of subject matter	Contextualism

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 lesson develops the skill or understanding articulated in the standard. A	Observations (form.) Summary Triad edTPA	Knowledge of development & learning	Professionalism
2. Design and implement units and lessons that are in line with a middle school philosophy: developmentally appropriate, cross-disciplinary, active, and real world-based. A	Observations (form.) Summary Triad edTPA	Knowledge of development & learning	Inquiry Professionalism
3. Design and implement units and lessons that motivate students by connecting the topic to the interests, life experiences or communities of the students. A	Observations (form.) Summary Triad edTPA	Instructional Strategies	Professionalism Contextualism
4. Design and implement units and lessons in which students engage in informational literacy. A	Observations (form.) Summary Triad edTPA	Instructional Strategies	Professionalism
5. Design and implement units and lessons that develop independent learners, critical thinkers, and problem solvers in an authentic context. A	Observations (form.) Summary Triad edTPA	Knowledge of development & learning	Inquiry Professionalism
6. Design and implement lessons that develop, over time, the ability of students to collaborate in their learning. A	Observations (form.) Summary Triad	Knowledge of development & learning	Inquiry Professionalism
7. Design and implement lessons that use a variety and range of instructional technologies in the service of learning. A	Observations (form.) Summary Triad	Communication Technology	Professionalism
8. Design and implement units and lessons that are differentiated based on the range of student needs. A	Observations (form.) Summary Triad edTPA	Knowledge of development & learning	Contextualism
9. Design and implement formative and summative assessments for units and lessons. A	Observations (form.) Summary Triad edTPA	Communication Technology	Assessment Professionalism

10. Analyzes student assessment data, both individual and group, to determine future instruction and assist struggling learners. A	Observation Reflection Summary Triad edTPA	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.	Observation Reflection Summary Triad edTPA	Assessment	Inquiry Professionalism
12. Effectively collaborate with students, parents, and colleagues to support student learning including communication of student progress. P/D/A	Summary Triad	Learning Environment	Partnership Professionalism
13. Use, and identify in your plans, specific strategies or techniques to create and maintain a community with a variety of students that work together when needed and are safe from harm. P/D/A	Observations Summary Triad	Learning Environment	Contextualism 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/students/ofs/DispositionList.html>

V. Course Requirements

Z) Develop, plan and implement instruction for your mentor’s entire schedule starting in week six of your experience.

Plans should be coordinated and shared with your mentor teacher prior to implementation. In addition to taking over instructional duties, you will participate in all contractual activities of your mentor teacher (parent teacher conferences, staff meetings, 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.

Due: Fifteen weeks of field experience including at least eight weeks of full-load teaching by Friday before finals week.

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 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 university supervisor. Please note that one of your learning cycles, generally cycle 3, is connected with the edTPA (see next item). Also note that your Supervisor may observe an additional two cycles.

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 48 hours after lesson.

X) Reflect on your lessons taught capturing those reflections in writing.

Reflecting critically and effectively is an important teaching skill and part of the learning/teaching process. This particular assignment will focus on practicing and strengthening that skill. The assignment consists of:

- 1) A detailed written reflection every week on one of your lessons taught that week. This reflection should address the following prompts:
 - ~ In what ways were your methods, activities, and materials effective or not? Be sure to provide evidence using student work or responses to substantiate your claims.
 - ~ If you do the lesson again, what might you do differently to improve student learning and why do you feel the change(s) would make a difference?
 - ~ What did you learn about teaching that you had not known previously?
 - ~ What are you wondering about at the moment based on any aspect of learning/teaching, not just your lesson?
- 2) Your post-observation reflection for each learning cycle observed by a Supervisor will take the place of the prompts above.
- 3) A detailed written reflection for the complete edTPA unit. Use the assessment commentary as a guide in writing this reflection rather than the prompts above as this reflection will form the basis of your “Analyzing Teaching” portion of your edTPA.

A word document template will be emailed to you. Add your reflections weekly to that document and email the revised version, which includes all weeks so far to the Seminar instructor. At the end you will have one document chronicling 10 weeks of reflections.

Due: Sunday to Seminar Instructor via email following the week upon which you are reflecting

V) Triad Self-Reflection

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

- 1) Completing the triad assessment form on yourself for each triad meeting;
- 2) Completing a written narrative reflection discussing how you have incorporated feedback from your mentor teacher and university supervisor into your practice.

Due: emailed to Supervisor at each Triad meeting

Please Note:

1) 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 including edTPA. An active Taskstream account is required.

2) The edTPA requires video recording. Please speak with your supervisor as to options. Recording equipment can be borrowed from the Tech Center. You may need to have a flash drive for downloading from recording equipment.

Triad Partner Field Roles and Responsibilities

<p>Internship 2 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. • Assumes the full load of mentor teacher responsibilities starting the end of week 6, or earlier if mentor and supervisor agree that the intern is ready to do so. • Develops and teaches lessons organized into units. • 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 <u>yyy</u> during the semester. • Attends additional professional development seminars. • Exhibits dispositions associated with CSU College of Education. • Completes edTPA for EDM <u>yyy</u>. • Arranges for video recording of lesson to be used in edTPA, including supplying media on which to record, if needed. • Completes on-line modules to meet Ohio Department of Higher Education requirements for new teachers in EDM <u>yyy</u>. • Completes all Taskstream Checkpoint 3 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 with minimal co-teaching. • Facilitates intern’s participation in duties outside of classroom 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 with two walk-through observations. • Video records segments from the project-based unit for the teacher performance assessment (edTPA). • 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. • Writes a letter of recommendation at the end of the experience.

Lesson observations by University Supervisor

Observations should ideally take place spread throughout the 15-week experience, with one observation of one of days of the edTPA lessons.

A draft of lesson plan must be uploaded to Taskstream 2 – 3 days prior to the scheduled observation. The observation follow-up reflection form should be completed within 4 days of the observation and emailed to your Supervisor. A complete packet for each formal observation consists of a lesson plan, observation rating form from the supervisor, and an observation follow-up form.

In addition to formal observations by the CSU supervisor, a midterm triad conference and evaluation will be held with the mentor teacher in the seventh week and a final conference and evaluation will be held after the fifteenth week (completion) of the experience.

VI. Grading criteria

This course is PASS/FAIL

Assignment	Score Options // To Pass:	Submission Method
Mentor Teacher Field Observations (2)	Complete/Incomplete // Must be completed	Mentor emails to supervisor
Supervisor Field Observations/Learning Cycles (4 - 6)	Complete/Incomplete // Observations have evidence of improving practice	Supervisor to Taskstream
Triad Self-Assessment (2)	Complete / Incomplete; Must be completed	Email to supervisor
Final Triad Assessment	0 – 3 // Overall Score of 2.0 or better, with no rubric row less than 1.0	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 student teaching. A passing grade is required to complete licensure.

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 class session as sessions often involve student interactions to develop understanding. Additionally teacher candidates are expected to be modeling professionalism (as noted in “Dispositions”) with regular attendance. Participation in class 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 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. 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. Dr. Kilbane generally checks email twice a day during the week and occasionally on the weekends.

- 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.

VIII. Bibliography

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IX. Course Outline

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).

X. Course 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	Attend OFS trainings on Zoom	
2	Familiarize self with online learning platforms, and curriculum.	
3	Familiarize self with classroom, curriculum and learn student’s names.	Supervisor Observation 1
4	One subject such as Math or Language Arts	Mentor Observation 1
5	Two Subjects or one subject and a class activity such as class opening	Supervisor Observation 2
6	Take over 3 subjects and with co-teaching by mentor if needed	Supervisor Observation 3
7	Take over 4 subjects	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	