

## EST 498 CSUteach Apprentice Teaching 2

6 Credits

Fall 2020

|                    |                               |                 |                               |
|--------------------|-------------------------------|-----------------|-------------------------------|
| <b>Instructor:</b> | M. Fuller President, M.Ed.    | <b>Section:</b> | 51                            |
| <b>Phone:</b>      | 216-687-4585                  | <b>Email:</b>   | m.fullerpresident@csuohio.edu |
| <b>Office:</b>     | JH 328, Hours M 7-11 a.m. and | <b>Office</b>   |                               |
| <b>Meeting</b>     | W 7-9 a.m. via Zoom calls     | <b>Meeting</b>  |                               |
| <b>Times:</b>      | Monday, 3:30 – 5:00 p.m.      | <b>Room:</b>    | JH 338                        |
|                    | <b>Co-Instructors:</b>        |                 |                               |
|                    | G. Greenberg,                 |                 |                               |
|                    | W. Taylor                     |                 |                               |

### 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

The purpose of Apprentice Teaching II is to assist participants in making the transition from college student to a classroom teacher. Initially, it is important to observe and become orientated to the school building, students, and mentor teacher. Participants will quickly be given increased responsibility for the classroom with the goal of assuming the role of teacher from the start to the end of the school day for twelve weeks the grading period of the placement.

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

Prerequisite: EST 398. Must be admitted to the college as a declared major or minor and meet all college GPA standards to be eligible for this course. The purpose of Apprentice Teaching II is to assist participants in making the transition from a college student to a classroom teacher. Initially, it is important to observe and become oriented to the school building, students and mentor teacher. Participants will quickly be given increased responsibility for the classroom with the goal of assuming the role of teacher from the start and through until the end of the school day, for the majority of the grading period of the placement.

Apprentice teachers need to attend a minimum of 60 scheduled school days. Extra time on campus does not count. Calamity days are counted as days attended. Scheduled days off including MLK and Presidents' Day are not counted. More than three sick days are not excused and are counted against the attendance requirement and must be made up at the school site to avoid a penalty in the grade. University-sponsored events such as career days are counted as attending the school-site, and so are scheduled professional development days. Time sheets will be collected at the end of the experience.

## II. Course Rationale

The purpose of Apprentice Teaching II is to assist participants in making the transition from college student to a classroom teacher. Initially, it is important to observe and become orientated to the school building, students, and mentor teacher. Participants will quickly be given increased responsibility for the classroom with the goal of assuming the role of teacher from the start to the end of the school day for the majority of the grading period of the placement. Your mentor teacher and supervisor will guide you in assuming various duties, giving you feedback on your performance, suggesting resources to guide your planning, and supplying thoughtful critiques about all dimensions of your teaching.

## III. Texts

There are no required texts for this course.

## IV. Course Goals and Objectives

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

| <b>Knowledge objectives...<br/>The Teaching Candidate will know:</b>           | <b>Course<br/>Assessment</b>  | <b>CSU<br/>Outcome</b>      | <b>CSU Framing<br/>Principles</b> |
|--|-------------------------------|-----------------------------|-----------------------------------|
| 1. selected humanities concepts developmentally appropriate for grades 9 – 12. | Observations<br>Summary Triad | Knowledge of subject matter | Professionalism                   |
| 2. how the humanities and technology are integrated.                           | Observations                  | Knowledge of subject matter | Contextualism                     |
| 3. a variety of instructional approaches and methods in the humanities.        | Observations<br>Summary Triad | Instructional Strategies    | Professionalism                   |
| 4. a variety of methods for assessing student's understanding.                 | Observations<br>Summary Triad | Assessment                  | Professionalism                   |
| 5. current educational research supporting                                     | Observations                  | Knowledge of                | Inquiry                           |

|   |                               |                             |                 |
|---|-------------------------------|-----------------------------|-----------------|
| “best practices” in teaching, management, and building community. | Summary Triad                 | development & learning      |                 |
| 6. National, State, and Local teaching standards.                 | Observations<br>Summary Triad | Knowledge of subject matter | Professionalism |

| Skill objective...<br>The Teaching Candidate will:   | Course Assessment             | CSU Outcome                         | CSU Framing Principles           |
|--|-------------------------------|-------------------------------------|----------------------------------|
| 1. elicit student background information and make sensitive use of this information as a part of instructional planning. | Observations<br>Summary Triad | Knowledge of development & learning | Inquiry<br>Professionalism       |
| 2. investigate curriculum resources and teaching strategies and implement select materials within lessons.               | Observations<br>Summary Triad | Instructional Strategies            | Inquiry<br>Professionalism       |
| 3. implement a variety of instructional approaches including inquiry and group work to accomplish instructional goals.   | Observations<br>Summary Triad | Instructional Strategies            | Professionalism                  |
| 4. create engaging and relevant learning activities linked to appropriate standards that motivate and instruct.          | Observations<br>Summary Triad | Knowledge of development & learning | Professionalism                  |
| 5. design, employ and analyze assessment tools to gauge learning of students and inform future learning                  | Observations<br>Summary Triad | Assessment                          | Inquiry<br>Professionalism       |
| 6. critically reflect upon teaching episodes and propose adjustments when indicated.                                     | Reflections                   | Assessment                          | Inquiry<br>Professionalism       |
| 7. implement effective behavior management and conflict resolution methods.  | Observations<br>Summary Triad | Learning Environment                | Contextualism<br>Professionalism |
| 8. create a climate conducive for learning for all students.   | Observations<br>Summary Triad | Learning Environment                | Contextualism                    |
| 9. utilize instructional and communication tools, including technology, in the service of learning.                      | Observations<br>Summary Triad | Communication<br>Technology         | Professionalism                  |

## V. 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>

## VI. Instructional Strategies/Activities Related to Technology and Diversity

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

## VII. Course Policies

### A. Attendance/engagement policy.

Students are expected to be in attendance at every class session, which will meet virtually via Zoom meetings this semester. Additionally teacher candidates are expected to be modeling professionalism (as noted in “Dispositions”) with regular attendance at their teaching sites. Participation in class is expected and a requirement for a passing grade. Attendance in the field during scheduled hours is also expected. If you need to be absent or late, **prior** to the absence or tardy you need to communicate to

1. your mentor teacher in the agreed upon fashion (call, text or email);
2. your supervisor in the agreed upon fashion (call text, or email);
3. your instructor via email (m.fullerpresident@csuohio.edu)

Failure to communicate prior to the absence/tardy and/or excessive absence/tardy will be reflected in the CSPAST observation form and final evaluations. Remember, you are guests in the classroom of your mentor teacher and they can request your removal from their room at any time.

Any work missed or due on the date of an absence **may not be submitted late** and will result in "0" points for that assignment. Please understand that these stringent policies reflect our concern for the development of professional work ethics.

### B. Late assignment policy.

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

### 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/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 ([elarning@csuohio.edu](mailto:elarning@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. Professional Dispositions—initial teaching licensure programs only.

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 (available at <https://www.csuohio.edu/cehs/student-list-professional-dispositions> and below) is your guide. In order to support you in this process, I will be monitoring the development of your professional dispositions. I am prepared to provide any assistance you might need. If, at some point, I have serious concerns about your development of these professional dispositions, I may submit a Concern Flag Form to your advisor.

#### Communication Skills\*

| Desired Behaviors Demonstrating this Disposition. |   |
|---|---|
| 1.  | Demonstrate appropriate verbal communication.                             |
| 2.  | Demonstrate appropriate written communication.                            |
| 3.  | Demonstrate a disposition toward inquiry and problem solving.             |
| 4.  | Work collaboratively with parents, colleagues, and professionals.         |
| 5.  | Demonstrate consistently positive attitudes toward learning and teaching. |
| 6.  | Accept responsibility for decisions and actions.                          |
| 7.  | Establish and maintain mutually respectful interactions.                  |

#### Work Ethic\*

| Desired Behaviors Demonstrating this Disposition. |  |
|---|--|
| 8.  | Demonstrate regular attendance.                |
| 9.  | Demonstrate punctuality.                       |
| 10.   | Complete work in a timely manner.              |
| 11.   | Demonstrate organizational skills.             |
| 12.   | Observe all pertinent policies and procedures. |

#### Professionalism\*

| Desired Behaviors Demonstrating this Disposition. |   |
|---|---|
| 13.   | Demonstrate a commitment to working with children, youth, and their families in developmentally appropriate ways.                                   |
| 14.   | Demonstrate an awareness of community, state, national, and world contexts that have an impact on the teaching profession and the learning process. |
| 15.   | Treat university faculty/staff, colleagues, parents, and students fairly, equitably, and respectfully.  |

|     |   |
|-----|---|
| 16. | Accept constructive criticism and adjusts performance accordingly.  |
| 17. | Express and demonstrate interest in and enthusiasm for teaching and learning.   |
| 18. | Adapt to new and diverse learning situations.   |
| 19. | Accept diverse learners and their needs.  |
| 20. | Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc. |
| 21. | Maintain confidentiality about student records unless disclosure serves a professionally compelling purpose or is required by law.                  |
| 22. | Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information.  |
| 23. | Respect the points of view of others.   |
| 24. | Develop and explain professional judgments using research-based theory and practice.  |
| 25. | Contribute meaningfully and appropriately to discussions by asking questions and giving opinions, and listening to others.                          |
| 26. | Project an appropriate professional appearance in professional settings.  |
| 27. | Project an appropriate professional demeanor in professional settings.  |
| 28. | Accept leadership opportunities.  |
| 29. | Understand and practice professional ethical standards.   |

#### G. Virtual attendance procedures

- No cell phone use during class unless part of a class activity with instructor permission. If you must leave briefly, please send me a chat note that is private.
- Please mute when entering the classroom and have the camera on a live image throughout the Zoom session.
- Please remain engaged in online discussion and participation throughout the session.
- Please remember that our class time is sensitive to the learning needs of our community.
- **Failure to comply with these statements may lead to a loss of participation points.**

#### H. Email.

Instructor President generally checks email twice a day during the week and occasionally on the weekends. Please plan accordingly.

### VIII. Course Requirements

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

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

#### 2. **Complete four learning cycles.**

A learning cycle entails

- 1) providing detailed lesson plans (using either the formal or abbreviated template) for each class you teach to your mentor teacher and university supervisor;
- 2) being observed by your mentor teacher and university supervisor teaching the lesson;
- 3) analyzing student work to determine extent of student learning and areas for re-teaching;
- 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 2, is connected with the edTPA (see next item).

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:*

*Learning Cycle 1 and 2 completed by the end of Week 6 or 7(followed by the Triad/Consensus)*

*Learning Cycle 3 and 4 completed by the end of Week 13 (followed by the Triad/Consensus)*

***Plans for each cycle are due 2 – 3 days prior to observation; reflection 4 days after lesson.***

### **3. Reflect on learning and teaching: Critical Incidents**

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 analyzing three critical incidents in writing on each of the following:

- 1) Assessment, both formative and summative.
- 2) Classroom Management

For each situation or “critical incident” you will describe what happened, the outcome, the implications and what you would change. These should be three paragraphs in length, one for each section. Be sure to include any applicable theory you learned previously to inform your perspectives.

### **4. 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.

### **5. Employment Folio (Taskstream)**

The purpose of these documents are to prepare you to enter the working force both as documents needed in finding a position and a plan for ongoing learning. Three documents are required:

- 1) professional resume;
- 2) draft cover letter;
- 3) educational philosophy;
- 4) professional development plan that includes evidence of at least two professional development activities completed during the 2018-19 school year and a plan for the first two years of your career for continued learning.

*These documents will be uploaded to Taskstream choosing your supervisor as the evaluator.*

## 6. Attend all seminars

The seminar will allow you opportunity to address issues and concerns you are facing in your apprentice teaching experience, as well as assist you in helping others should you choose.

### **Please Note:**

*1) All assignments are due to your university supervisor 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 on Taskstream. An active Taskstream account is required.*

*2. Videos and video analysis for teaching will be housed in Blackboard via GoReact.*

### **Triad Partner Field Roles and Responsibilities**

|   |  |
|---|--|
| <p>Apprentice Teaching 2 Student (intern)</p> | <ul style="list-style-type: none"> <li>• Observes and assists with individual and small group instruction in every class the mentor teacher is responsible for from the beginning of the experience.</li> <li>• Assumes the full load of mentor teacher responsibilities starting the end of week 4, or earlier if mentor and supervisor agree that the student is ready to do so.</li> <li>• Teaches a 2-week project-based unit.</li> <li>• Plans, implements, and assesses learner-centered lessons.</li> <li>• Creates and grades assessments.</li> <li>• Allows time for reflection (i.e. observation follow up forms, triad conferences).</li> <li>• Attends all seminar sessions during the semester.</li> <li>• Attends additional professional development seminars.</li> <li>• Exhibits dispositions associated with CSU College of Education.</li> <li>• Completes all Taskstream Checkpoint 3 requirements at “meets expectation” level of quality.</li> </ul> |
| <p>Mentor</p>                                 | <ul style="list-style-type: none"> <li>• Is present in the online classroom whenever the Intern is teaching.</li> <li>• Models effective instructional practices, offers orientation to the classroom, provides materials and advice for intern’s lesson plans virtually. Co-teaching is allowed during the COVID 19 pandemic.</li> <li>• Facilitates intern’s participation in duties outside of classroom teaching.</li> <li>• Observes intern and completes two formal observation forms. These may be summative over a number of observations, or a record of a particular instance of teaching. Uploaded to Google Drive.</li> <li>• Facilitates reflections on experience (i.e. informally, triad conferences) and participates in a formative triad meeting mid-way through term</li> <li>• Completes an additional summative evaluation of the intern with the university supervisor at the end of the semester (Triad Meeting).</li> </ul>                        |



University  
Supervisor

- Provides formative feedback (through Google Docs) on lesson plans and project-based unit.
- Observes intern and completes a minimum of three formal observations.
- Facilitates reflections on experiences, including triad conferences.
- Works with mentor teacher 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 during the third/fourth, sixth/seventh and ninth/tenth/eleventh weeks of the experience, with one observation during the unit that is the focus of the edTPA.

A draft of lesson plans must be uploaded to Taskstream at least 48 hours Docs 2 – 3 days prior to the scheduled observation. The observation follow-up reflection form should be completed within 48 hours of the observation and uploaded to Google drive. A complete packet for each formal observation consists of a lesson plan, observation rating form, and an observation follow-up form. Each of these documents should be in your Google Docs folder that has the pre-assigned privileges for access assigned to you, your mentor, your supervisor and CSU Teach.

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

**To facilitate the virtual observations, students will need to submit documentation from the district to allow for video observation.**

### **IX. Grading criteria**

| <b>Assessment Component</b>  | <b>Grading Calculation</b>  |
|--|---|
| Triad final assessment (1)   | The overall average score from this assessment will make up 75% of your final grade. A 2.0 average score is a minimum passing score and no individual item score can be lower than 1.0. |
| Critical Incidents Reflection (5)<br>Post-observation reflection for learning cycle (3)<br>Professional Preparation Doc – Prof Dev Plan  | Average scores on your reflections will be averaged with your average score on the Professional Development Plan and that score will make up 25% of your final grade.                   |
| Mentor Observations (2)<br>University Supervisor Observations/Learning Cycles (3)  | Progressive improvement over time in exhibiting more characteristics of good teaching is required. All items are required to complete course.   |
| Triad self-assessments with narrative (2)<br>Professional Preparation Doc - Resume<br>Professional Preparation Doc – Cover letter<br>Professional Preparation Doc – Philosophy<br>Seminar attendance<br>No dispositional concerns outstanding at end of term | All these items must be completed to pass the course and uploaded to Taskstream.  |

*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.

### **Grading Scale**

|   |            |
|---|------------|
| A | 93% - 100% |
|---|------------|

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

- I. **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.  |  |

## X. Class Meeting Times

### CALENDAR OF COURSE ACTIVITIES SPRING 2020

**\*\* SUBJECT TO CHANGE \*\***

**Amended 8/20/2020**

**\* On days that you meet with your Supervisors, there is a brief meeting whole group from 4:30-4:50, then you meet with your Supervisor from 4:50-5:50.**

| Session/ Date                           | Class Topics  | Readings/Assignments and Suggested Activity Timeline  |
|---|---|---|
| <b>Week 1</b><br>Mon August 24          | Review of course<br>Employment Docs<br>Teaching Philosophy assignment                             | Suggestion: Plan a time to meet with Career Services to follow up and make sure you have the best resume and cover letter possible.   |
| <b>Week 2</b><br>Mon August 31          | Create cover letters<br>Resume assistance and resources   |   |
| <b>Week 3</b><br>Mon 03 Sept<br>Session | Discuss teaching philosophy   | ~Begin teaching full load by this week<br><br>~Upload resume, cover letter, teaching philosophy to Taskstream; choose your supervisor as evaluator<br><br><b>Critical Incident Discussion 1</b> |
| <b>Week 4</b><br>Mon 14 Sept<br>Session | Discuss and work on Classroom Management  | Upload Classroom Management by 9/23/20 on Blackboard edTPA topic language   |
| <b>Week 5</b>                           | <b>MEETING WITH SUPERVISORS</b><br><ul style="list-style-type: none"><li>• Yvette Smith</li></ul> | <ul style="list-style-type: none"><li>• Sign student expectations and dispositions documents</li></ul>  |

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|--|---|---|
| Mon 21 Sept<br>Session                                     | <ul style="list-style-type: none"> <li>William Taylor</li> </ul>  | <ul style="list-style-type: none"> <li>Check-in with supervisor about how field experience is going</li> </ul>  |
| <b>Week 6</b><br>Mon 28 Sept                               | Reflect on online differentiation strategies and their implementation<br>1 page, Due 9/28                       | <ul style="list-style-type: none"> <li>Self-Evaluation for Triad due</li> </ul>   |
| <b>Week 7</b><br>Mon Oct 5<br>Session                      | Work on Task 2 and draft response<br>Peer review Task 1 narrative   |   |
| <b>Week 8</b><br>Mon 12 Oct<br>Session                     | MEETING WITH SUPERVISORS <ul style="list-style-type: none"> <li>Yvette Smith</li> <li>William Taylor</li> </ul> | Will have completed- <ul style="list-style-type: none"> <li>teaching 3 – 5 lessons</li> <li>videotaped instruction</li> </ul>   |
| <b>Week 9</b><br>Mon 19 Oct<br>Session                     | Tools to support teaching<br>Peer Review Task 1 and Task 2 narratives<br>Discuss Task 3 narrative               | <ul style="list-style-type: none"> <li>Second learning cycle observation completed by the end of this week</li> </ul> <p><b>Critical Incident 2 – Assessment – due in Blackboard by 10/22/2020</b></p>          |
|  |   |   |
| <b>Week 10 and Week 11</b> ,<br>Mon Nov 2 and<br>Mon Nov 9 |   | <ul style="list-style-type: none"> <li>Analyze video of teaching in self-evaluation with C-Past Form, address each checkpoint</li> <li>Three paragraph reflection of positive observation, Due 11/13</li> </ul> |
| <b>Week 12</b><br>Mon 16 Nov                               | Time Management for Educators<br><br>Ohio Teacher Evaluation System (OTES)                                      | <ul style="list-style-type: none"> <li>Third and final learning cycle observation should happen by the end of this week</li> </ul>  |
| <b>12 cont.</b>  |   | From the Task Analysis <ul style="list-style-type: none"> <li>review draft of Task 2 narrative</li> </ul>   |

|   |   |   |
|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>analyze the assessment task</li> </ul>   |
| <b>Week 13</b><br>Mon 16 Nov<br>Session | <b>MEETING WITH SUPERVISORS</b><br>Yvette Smith<br><ul style="list-style-type: none"> <li>William Taylor</li> </ul> |   |
| <b>Week 14</b><br>Mon 23 Nov<br>Session |   | Complete course evaluations   |
| <b>Week 15</b><br>Mon 30 Apr<br>Session | Last Class  | Complete your Professional Development Plan for Dec 4 <sup>th</sup> . Upload to Taskstream and choose me as evaluator |
|   |   |   |
|   |   |   |

## XI. 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:

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| 1  | <b>Sign in and out</b> of placement daily, using schools designated system.   |
| 2  | Complete the <b>Intern Attendance Form</b> daily. (File with Mentor Teacher)  |
| 3  | Make available the <b>Intern Attendance Form</b> during supervisor's visits.  |
| 4  | <b>Be present for the full duration</b> 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  | <b>Arrive early or stay late as required</b> for preparation and discussions with a mentor teacher.   |
| 6  | Receive mentor teacher and supervisor's <b>advance approval for any anticipated absences</b> , <i>See Below for information regarding absences.</i>   |
| 7  | <b>Notify</b> the mentor teacher, school secretary, and university supervisor of any anticipated absences. <i>See Below for information regarding absences.</i>   |
| 8  | <b>Leave detailed plans</b> and materials for the mentor teacher who will 'cover' for the intern during an excused absence. <i>See Below for information regarding absences.</i>  |
| 9  | Make-up <u>each</u> excused absence beyond three. <i>See 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. <b>Any intern facing such a possibility should confer with the Office of Field Services.</b> |

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](mailto: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](mailto:h.gallacher@csuohio.edu)) or Dr. Brian Yusko (216-875-9774; [b.yusko@csuohio.edu](mailto:b.yusko@csuohio.edu))



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