**EST 398 CSUteach Apprentice Teaching 1**

**1 Semester-Hour Credit**

**Fall 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructor:** | Heidi Marie Rock, Ed.D. |  | **Section:** | 51 and 52 |
| **Phone:** | 216-687-4585 |  | **Email:** | h.rock@csuohio.edu |
| **Office:** | JH 328 |  | **Office Hours:** | By Appointment |
| **Meeting Times:** | Monday, 4:00 – 4:50 |  | **Meeting Room:** | JH 340 |

1. **Course Description**

Corequisite: EUT 412, EUT 413 or EUT 416. Must be admitted to the college as a declared major or minor and meet all college GPA standards to be eligible for this course.

This course prepares CSUteach students for Apprentice Teaching II, student teaching, and stresses the practical application of theory and research to the planning, delivery and evaluation of instruction. Students explore the various roles of a teacher and begin formulating a personal philosophy for teaching while working 80 hours in a high school classroom under the direction of a highly qualified mentor teacher and university supervisor.

1. **Course Rationale**

Structured field experience designed to accompany the project-based instruction methods courses EUT 312/313/316. Prepares CSUteach students for Apprentice Teaching 2, student teaching; stresses the practical application of theory and research to the planning and delivery, and evaluation of instruction. Students explore the various roles of a teacher and begin formulating a personal philosophy for teaching while working 80 hours in a high school classroom under the direction of a highly qualified mentor teacher and university supervisor.

1. **Texts**

There are no required texts for this course.

Recommended text:

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass Inc.

1. **Course Goals and Objectives**

***Knowledge***

***During this practicum the student will:***

1. Develop an understanding of the roles and responsibilities of a secondary ELA/SS/Foreign Language teacher. [Professionalism, Partnership]
2. Develop an appreciation for the importance of the roles of culture, race and gender in mediating classroom and school environments. [Contextualism]
3. Begin to understand the scope and sequence of middle- and high-school humanities courses. [Inquiry, Contextualism]

***Skills***

1. Practice a range of instructional and assessment strategies. [Professionalism]
2. Develop, teach and evaluate a sequence of five lessons incorporating appropriate activities and technologies with one group of students. [Professionalism, Inquiry, Contextualism]
3. Critically reflect on classroom norms and practices. [Inquiry, Contextualism, Partnership]
4. Begin to integrate humanities education theory and practice. [Professionalism, Contextualism]
5. Become skilled in the use of a range of physical materials, manipulatives and educational technology appropriate to a modern secondary humanities classroom. [Contextualism, Professionalism]

***Dispositions***

1. Gain insights into the implications of a teacher’s beliefs and practices on students and the learning environment. [Contextualism]
2. **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. Students have ample time in EST 398 to discuss critical events that occur during their field placement experiences.

1. **Course Policies**
2. 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. 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 (h.rock@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.

1. Late assignment policy.

Assignments are expected on time. Please speak with the professor in well in advance of the deadline if there are reasons that you cannot meet an assignment. Lesson plans when you teach must be to your mentor teacher 48 hours in advance and to your supervisor 48 hours before an observation.

1. 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>.

1. 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.

1. 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](http://smartipantz.perceptis.com/csuohio/Content/default2.aspx) or [AskeLearning](http://askelearning.csuohio.edu/kb/).
* Call the 24/7 Blackboard Help Desk at 216-687-5050 and select option #2 for Blackboard Support
* [Chat](https://chat.perceptis.com/c/csuohio/) 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](mailto: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.

1. 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. |

1. Cell Phone and Laptop Policy

* No cell phone use during class.
* It is expected that cell phones are stored away during class time.
* Please mute or turn off your cell phone when you come into the classroom.
* Please do not use your cell phone for any reason while you are in group discussion.
* Please do not leave class to answer/text from your phone.
* Please do not use your laptop during class unless it is part of note taking or a class presentation.
* 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.**

1. Email.

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

1. 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 the changing needs of the class.
2. **Course Requirements**
3. **Field Experience (80 hours)**

You are required to complete 80 hours in the school over the semester, which roughly corresponds to 5.5 hours per week, keeping a consistent schedule each week. While at the school, you should observe at least two different groups of students, and eventually teach one group of students. Your primary responsibility is to learn as much about being an ELA/SS/Foreign Language teacher from your mentor teacher as you can, without making yourself a burden on her/him. Initially you should move about the classroom assisting students whenever appropriate. You should only observe for the first few weeks, then gradually build up to multiple lessons per week. All lessons must be planned in conjunction with your mentor teacher, and lesson plans must be prepared for every lesson you teach. While it may be tempting for you and your mentor teacher to involve you in more than this requirement, it is not advisable to overload.

1. **Teaching Assessments**
   * 1. It is required that your mentor teacher observes you teaching on two different occasions. The first should occur in the first seven weeks and the second in the second seven week. You mentor teacher will complete a CSU observation form.
     2. Your university supervisor will also observe you teaching twice, once each half of the term. Arrange the timing for each lesson and discuss the contents of the lesson with your university supervisor well in advance. The lesson plan is due to the supervisor no less than 48 hours prior to teaching. **You are required to use the “General Lesson Plan” on the Office of Field Services website (**[**https://www.csuohio.edu/cehs/office-of-field-services/lesson-plans**](https://www.csuohio.edu/cehs/office-of-field-services/lesson-plans)**).**

After each of these two observed lessons, you must submit a post observation follow-up reflection (using the reflection questions at the end of the lesson plan template) prior to your post observation conference. The second assessment will be uploaded to Taskstream Checkpoint #2 (Supervisor Observation).

* + 1. A triad meeting at the end of the term is required between you, your university supervisor, and your mentor teacher. It is your responsibility to arrange this meeting and ensure your mentor has the summative assessment form to be filled out in advance. The form will be uploaded to Taskstream Checkpoint #2 (Summative Assessment Triad) by your supervisor. At the discretion of your supervisor, a check-in triad may occur in conjunction with your first supervisor observation.

1. **Submit Checkpoint Self Analysis (CSA) found on Checkpoint #2 in Taskstream**.
2. **Complete online modules via Taskstream**. There are four (4) modules to be completed online: the Overview, the Professional Development Standards Quiz, School Operating Standards Quiz and Value Added Quiz.
3. **Complete edTPA practice activities**. You will videotape the first lesson viewed by your supervisor. For that lesson you will complete an instructional commentary and video clip as per edTPA instructions. For that same lesson you will also analyze student work and complete an assessment commentary. Seminar time at the end of the term will be dedicated to these activities.
4. **Grading criteria**

**This course is PASS/FAIL**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **To Pass:** | **Submission Method** |
| Mentor Teacher Field Observations (2) | Complete/Incomplete;  Must be completed | Supervisor |
| Supervisor Field  Observations (2) | Meets Requirement with Overall Score of 1.4 or better | Supervisor to Taskstream |
| Lesson Plans for all Observations | Uploaded to Taskstream | Student to Taskstream |
| Post Observation Follow-Up Reflection | Meets Requirement with Overall Score of 1.4 or better | Student to Taskstream |
| Midterm Triad Assessment (at the discretion of your supervisor) | Meets Requirement with Overall Score of 1.4 or better | Supervisor to Taskstream |
| Final Triad Assessment | Meets Requirement with Overall Score of 1.4 or better | Supervisor to Taskstream |
| Checkpoint Self Analysis | Completed by 11/19 | Student in Taskstream Requirement |
| OBR Modules  4 online Modules | Meets Requirement | Student to Taskstream |
| Context for Learning  edTPA practice exercise | Meets Requirement with Overall Score of 1.4 or better | Student to Taskstream |
| Field Attendance Form | Up-to-date and signed on a weekly basis | Student to Taskstream  Hard Copy to Supervisor |
| edTPA Video Tape  practice exercise | Meets Requirement with Overall Score of 1.4 or better | Student to Taskstream |
| Refined Philosophy | Meets Requirement with Overall Score of 1.4 or better | Student to Taskstream |
| Copy of 1st page of Green folder | Must be completed | Hard Copy to Dr. Rock |

1. **Class Meeting Times**

**CALENDAR OF COURSE ACTIVITIES FALL 2018**

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

|  |  |  |
| --- | --- | --- |
| **Date** | **Class Topics** | **Assignments/Activities Due:** |
| August 23  OFS Orientation | Required Trainings with OFS | Child Abuse and Safety training |
| August 27 | Introduction/overview  ~ Basic elements of course  ~ Field experience check-in  ~ edTPA briefly  ~ Employment Documents  Routines, procedures, CPAST, arbitration process | Begin field experience  Check in with supervisor if field concern  Review Teach Like A Champion topics |
| September 4 | Labor Day –  No class |  |
| September 10 | OBR Modules  Rubric Literacy | Complete OBR Modules #1, #2, #3  Using Rubrics to guide your learning, performance and work product |
| September 17 | Check in with Supervisor  Student Led Conferences | Begin teaching at least one class this week  Learning how to conduct student led conferences using the CPAST rubric |
| September 24  SUPERVISORS | Meet in JH 340  Break out session with your Supervisor |  |
| October 1 | edTPA Overview | edTPA overview   * Context for Learning * Videotape   Teach Like A Champion -1 |
| October 8 | Self-Analysis Checklist | Teach Like A Champion -2 |
| October 15  SUPERVISORS | Meet in JH 340  Break out session with your Supervisor |  |
| October 22 | Discussion on Field Concerns  Teach Like a Champion survey for next topics | Teach Like A Champion -3 |
| October 29  SUPERVISORS | Meet in JH 340  Break out session with your Supervisor |  |
| November 5 | Assessment Commentary -  From student work in the field (see Course Requirement #5) | Teach Like A Champion -4 |
| November 12 | Veteran’s Day  No class |  |
| November 19  SUPERVISORS | Meet in JH 340  Break out session with your Supervisor |  |
| November 26 | Differentiation | Teach Like A Champion -5 |
| December 3  SUPERVISORS | Meet in JH 340  Break out session with your Supervisor |  |
| December 10 | Practice edTPA Assessment Commentary | Teach Like A Champion -6 |

1. **Bibliography**

Alvarado, A.E., & Herr, P. (2003). *Inquiry-based learning using everyday objects*. Thousand Oaks, CA: Corwin Press.

AAAS. (various). *Project 2061 materials: Science for all Americans; Benchmarks for Science Literacy; Atlas of Science Literacy.* Available at <http://www.aaas.org/program/project2061>

Brahier, D. (2012). *Teaching secondary and middle school humanities, 4th ed*. New York: Pearson.

Costa, A.L. and B. Kallick. (2009). *Habits of mind across the curriculum*. Alexandria, VA: ASCD.

Hammerman, E. & Musial, D. (2008). *Integrating science with humanities and literacy: New visions for learning and assessment, 2nd ed*. Thousand Oaks, CA: Corwin Press.

Henderson, A.T., K.L. Mapp, V.R. Johnson, and D. Davies. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: The New Press.

National Research Council. (2005). *How Students Learn: Humanities in the Classroom*. Washington: National Academies Press.

Also available on-line at <http://www.nap.edu/openbook.php?record_id=11101>

National Research Council. (2005). *How Students Learn: Science in the Classroom*. Washington: National Academies Press.

Also available on-line at <http://www.nap.edu/catalog.php?record_id=11102#toc>

National Research Council. (2000). *Inquiry and the National Science Education Standards: A Guide for Teaching and Learning.* Washington: National Academies Press.

Also available on-line at <http://www.nap.edu/openbook.php?record_id=9596>

Gallagher, J. (2007). *Teaching Science for Understanding: A Practical Guide for Middle and High School Teachers.* Columbus: Pearson/Prentice-Hall. ISBN: 9780131144255

Sprenger, M. (2010). *Brain-based teaching in the digital age.* Alexandria, VA: ASCD.

Tobin, K., Elmesky, R., & Seiler, G. (eds.) (2005). *Improving Urban Science Education: New roles for teachers, students, & researchers.* New York: Rowman & Littlefield. ISBN:9780742537057

Tomlinson, C. (1999). *The differentiated classroom: Meeting the needs of all learners.* Alexandria, VA: ASCD.

Tomlinson, C.A. and C.C. Edison. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades 5-9.* Alexandria, VA: ASCD

Tomlinson, C.A. and C.C. Edison. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12.* Alexandria, VA: ASCD

Wiggins,G. and J. McTighe. (2007). *Schooling by design: Mission, action & achievement*. Alexandria, VA: ASCD.