**EST 485**



The teacher as a responsive, reflective professional: a partner in learning

 Professionalism/Inquiry/Contextualism /Partnership

**EST 485 – Student Teaching: Multiage Music**

**Spring 2018**

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| **Instructor:** | **Anne Price** |  | **Section:** |  |
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| **Office:** | **JH 187** |  | **Office Hours:** | **Monday – Friday, 8-5, by appt.** |
| **Meeting Times:** | **Field hours, varied** |  | **Room:** | **Field site** |

**University Supervisors:**

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1. **Course Description**

Prerequisites: Must be a declared music education major or be enrolled as a post-baccalaureate student; must have a minimum cumulative GPA of 2.50, a 2.75 in all professional education courses, and have completed all prerequisite work.

1. **Course Rationale**

This is the required student teaching course for a multiage music licensure.

1. **Texts**

There is no required text for this course.

1. **Course Goals and Objectives**

Students will be able to:

1. Students will demonstrate the ability to design, implement and evaluate their instructional experiences.
2. Students will demonstrate the ability to integrate and assess relevant learning activities that motivate and instruct.
3. Students will demonstrate the ability to implement effective behavior management skills for diverse classrooms.
4. **Instructional Strategies/Activities Related to Technology and Diversity**

As part of every lesson plan, candidates are expected to explain how their learning outcomes are based on a thorough knowledge of the educational contexts and the students they teach. They need to demonstrate responsiveness to a wide variety of student diversity, including gender, race, ethnicity, ability, and interest. Prompts for some Guided Reflections explicitly require candidates to reflect on the social issues that impact education in diverse educational settings.

Candidates are assessed on their effective use of technology.

1. **Course Requirements**
	1. ***Field Requirements***
* Student teaching candidates complete a minimum of 450 hours with music teachers in grades K-12. These hours are composed of the full school day plus all contractual obligations of the mentor teachers for the entire 15-week semester. Candidates will have two separate placements, split at the mid-semester mark,\* with one placement in a K-8 setting and the second placement in a 7-12 setting.
* All student teaching candidates will attend seminars during the semester, as scheduled with the designated university supervisor.
* Candidates are expected to observe, assist, and co-teach with the mentor teacher to complete the assignments listed below. Candidates will be observed a total of four-six times in the classroom by the CSU supervisor and two times by the mentor teacher. **For each observation, the candidate must provide a full lesson plan 48 hours in advance of teaching.**

Supervisor Visits/Observations & Mentor Observations

* Week 1 of each placement – Supervisor initial visit
* Weeks 2-4 – Supervisor Observation 1, Mentor Teacher Observation 1
* Weeks 4-6 – Supervisor Observation 2 & 3, Mentor Teacher Observation 2
* At the midpoint (7th week) and end of the semester (15th week), the candidate will participate in a “triad meeting” with the university supervisor and mentor teacher to assess progress in the course and to determine the final aggregated observation scores.
	1. **Assignments/Assessments**

Student Teaching candidates will complete each of the following written assignments in addition to their teaching responsibilities.

* **edTPA -** Candidates in student teaching are required to submit their edTPA for national scoring following due dates set by the Office of Field Services. . You will receive a comprehensive handbook providing full details of this assignment from the Office of Field Services. You will prepare the materials for this assessment with guidance from your supervisors. The TPA includes three tasks: planning, instruction, and assessment. The TPA is focused on student learning and is designed around the principles that successful teachers follow, including the need to:
	+ - apply knowledge of subject matter (either academic or non-academic) and subject-specific pedagogy,
		- develop and apply knowledge of their learners’ varied needs,
		- consider research/theory about how learners learn, and
		- reflect and act on evidence of the effects of their instruction on learning and/or performance.

As a performance-based assessment, the edTPA is designed to engage you in demonstrating your understanding of teaching and learning in authentic, experiential ways.

* **Employment Portfolio -** This assignment will be created using the folio tool in Taskstream. Directions are located on the OFS website**.** This folio is a useful tool to demonstrate your teaching competencies for your supervisor.  You also have the option to publish your Employment Portfolio to the web to provide potential employers with a URL so they can access your materials.
* **Communicating with Students & Families** – Write a letter introducing yourself to your students & their parents/guardians for each placement (2 letters). The letters should be tailored to the population you teach in each placement (vocabulary, content, letterhead, etc.). Consult with your mentor teachers about whether to actually send the letters home or not. If appropriate, letters may be in the form of an e-mail, but must be formal, as if it were a printed letter.
* **Response Reflections** Candidates will complete written reflections on a daily basis and send them to their supervisor as requested (Russell – daily, Hartz - \_\_\_\_\_\_\_\_\_, Murrell - \_\_\_\_\_\_\_\_\_\_, Browning - \_\_\_\_\_\_\_\_\_ , Zurkey - \_\_\_\_\_\_\_\_\_\_\_\_\_). Some of these reflections may be responses to focused questions addressing critical topics at specific times during the semester.
* ***Taskstream Checkpoint 3****: In addition to these written assignments, candidates must complete and satisfy the criteria for a Taskstream Checkpoint 3 portfolio to be eligible for licensure. For complete guidelines, refer to the Taskstream handbook and template, or contact the Associate Dean of Academic Programs.*
1. **Grading criteria**
2. A field grade is earned through a calculation of three separate variables. All field assignments are graded on a scale of 0-3, with 2 being a proficient level. See below the scale for converting CSU graded components to a letter grade.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Points or% |  | Description | % OF FINAL GRADE |
| A | >2.14 | Assignments | 40% |
| A- | 2.13-2.02 | Candidate Pre-Service Assessment of Student Teaching (CPAST) | 40% |
| B+ | 2.01-1.90 | Specialized Program Area criteria | 20% |
| B | 1.89-1.78 |
| B- | 1.77-1.66 |
| C+ | 1.65-1.54 |
| C | 1.53-1.42 |
| D | 1.41-1.30 |
| F | 1.29 > |

**ASSIGNMENTS MUST BE SUBMITED THROUGH TASKSTREAM IN THE OFS DRF, PROGRAM AREA DRF, OR EDTPA DRF.**

1. **Course Outline – Tentative**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Activity/Assignment**  | **Due Date** |
| 1 | Seminar 1Supervisor Initial Meeting | **Teaching Schedule** for 1st placementObserve Mentor Teacher, plan to begin teaching, possibly begin co-teaching |  |
| 2 | Seminar 2 | **Context for Learning** (edTPA)**Letter of Introduction**Begin co-teaching and teaching first classes |  |
| 3 |  | **Task 1** (edTPA): Lesson plans for learning segment (plans, instructional materials, assessment tools)Distribute video consent formsBegin teaching additional classes |  |
| 4 | Seminar 3 | **Task 1** (edTPA): Planning commentaryCollect video consent forms**Employment Folio: Resume**\*Begin teaching all classes |  |
| 5 |  | **Task 2** (edTPA): Teaching and VideotapingContinue teaching all classes |  |
| 6 | Seminar 4 | **Task 2** (edTPA): Teaching and Videotaping**Employment Folio: Reference List\***Resume co-teaching with mentor teacher for some classes |  |
| 7 | Triad Conference (by week 8) | **Task 2** (edTPA): Instructional CommentaryAnnounce to students that you will be leaving soon; continue co-teaching in more classesAsk mentor teacher for letter of reference |  |
| 8 | Final week of 1st placement | Phase out of teaching (except assisting)**Employment Folio: Cover Letter**\* |  |
| 9 | Seminar 5Begin 2nd placement | **Task 3** (edTPA): Student Work Samples/Evidence of FeedbackObserve Mentor Teacher, plan to begin teaching, possibly begin co-teaching |  |
| 10 | Seminar 6 | **Task 3** (edTPA): Assessment CommentaryBegin co-teaching and teaching first classes |  |
| 11 |  | **Submit Complete edTPA**\***Employment Folio: Supplemental Materials**\*Begin teaching additional classes |  |
| 12 |  | Begin teaching all classes |  |
| 13 | Seminar 7 | Write **thank-you letters** to mentor teachers.Continue teaching all classes |  |
| 14 | Triad meeting (by week 15) | **Checkpoint 3: Summative Self-Analysis**\*Announce to students that you will be leaving soon; Resume co-teaching with mentor teacher for some classesAsk mentor teacher for letter of reference |  |
| 15 | Final SeminarLast day of student teaching (Friday, 12/7/18) | Phase out of teaching (except assisting)**Turn in:** Attendance Form, Reference Letters, OAE Score Reports**Have Completed:** Exit Survey, Survey Monkey Intern Evaluation, OBR Survey |  |
| Finals |  |  |  |

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

All students are expected to:

|  |  |
| --- | --- |
| 1 | **Sign in and out** of placement daily, using schools designated system. |
| 2 | Complete the **Intern Attendance Form** daily. (File with Mentor Teacher) |
| 3 | Make available the **Intern Attendance Form** during supervisor’s visits.  |
| 4 | **Be present for the full duration** of the time scheduled for each day. Leaving early or arriving late is not permissible without advanced notification and permission. Missing over an hour on any day is considered an unexcused absence. |
| 5 | **Arrive early or stay late as required** for preparation and discussions with a mentor teacher. |
| 6 | Receive mentor teacher and supervisor’s **advance approval for any anticipated absences**, *See Below for information regarding absences.*  |
| 7 | **Notify** the mentor teacher, school secretary, and university supervisor of any anticipated absences *See Below for information regarding absences.* |
| 8 | **Leave detailed plans** and materials for the mentor teacher who will ‘cover’ for the intern during an excused absence. *See Below for information regarding absences.* |
| 9 | Make-up each excused absence beyond three. *See Below for information regarding absences.* |
| 10 | Attend a concern conference, if attendance or punctuality becomes an issue. (e.g. more than 3 absences.) Failure to make-up absences may require Intern to withdraw from field experience. **Any intern facing such a possibility should confer with the Office of Field Services.** |

**Absences**

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

**Unexcused absences** are not permitted for any reason

**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 or student teaching.

**PERSONAL LEAVE** **(excused absence) POLICY**‑

 In extenuating circumstances, interns are permitted up to three (3) excused absences during placement. For practicum interns, this shall be taken to mean the daily length of that member’s work schedule, e.g., a 4 hour teacher is eligible for three 4 hour days of personal leave. Personal leave must be approved in advance and shall be used only for such purposes or in connection with activities of the type listed immediately below and which cannot be accomplished during the non-working hours.

**Use of such leave may be for the following:**

A. Intern illness

B. Religious Holidays

C. Personal business matters that cannot be taken care of outside school hours.

D. Attendance at set graduation ceremonies in the immediate family.

E. A son, daughter, spouse, or other person residing in the employee's household leaving for military service or college as a freshman.

F. Weddings of the employee or in his or her immediate family.

G. Attending funerals not covered in the Bereavement Leave Policy.

H. Attendance at ceremonies where the teacher or his/her immediate family is receiving an award of major significance.

I. Appointments required by academic programs or educational requirements.

J. Emergencies affecting the teacher or a member of his/her immediate family.

K. Moving from one permanent residence to another.

1. Late assignment policy. All assignments are to be submitted by the due date. Late assignments will lead to Arbitration. (See OFS Handbook) Due dates are set by the Supervisor and/or Taskstream Timeline.
2. Professionalism. Students 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. 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.**
3. 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 and the National Association for Music Education.
4. Ethical and Responsible Technology Use. All interns must adhere to the CSU Information and Technology Resources General Policy when using computer equipment on campus or at the field site. **In addition to the CSU policies, interns are responsible for learning and following the technology policies and procedures of the district in which they are placed.** The application of these policies includes, but is not limited to, any of the following activities:
	1. Use of computer, tablets, or personal electronic devices
	2. Access to computer systems
	3. Possession of computer software or data
	4. Copying or use of computer software or data
	5. Use of computer accounts
	6. Use of computer-related equipment

**NOTE: While cell phones are widely used for personal mass multimedia communication, interns should consult with their mentor teacher and district policies to establish an agreement about the acceptable professional use of these devices as part of their internship experience.**

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.
2. 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.
3. 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.
4. 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>.
5. 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 believes 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.
6. Technical Help*.* 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 Heather Gallacher (687-3743; h.gallacher@csuohio.edu) or Brian Yusko (875-9774; b.yusko@csuohio.edu)
7. 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*, which you received with your acceptance into your program is also available on the OFS website.

**OFFICE OF FIELD SERVICES STUDENT TEACHING RECORD AND EVALUATION FORM**

|  |  |
| --- | --- |
| **Intern:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year\_\_\_\_\_\_\_\_\_\_\_ Grade level\_\_\_\_\_\_\_\_** **Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **EST** **485** |

This form is to inform intern, mentor and supervisor of Intern’s progress on assignments and observations throughout semester. *Supervisor is to returned Completed Form to OFS at end of semester.* Rubrics in Taskstream DRFs are used to determine Scores on assignments. Final scores are to be recorded here*.*

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSIGNMENTS** | **DESCRIPTION****(A SCORE OF “2” IS CONSIDERED PROFICIENT)** | **TASKSTREAM****DRF** | **SCORE****(0-3)** |
| **edTPA** | **TPA** |  |
| **Employment portfolio\*** | **LICENSURE** |  |
| **Communicating with Students and Families** | **OFS** |  |
| **Daily Response Reflections** | **OFS** |  |
| \* Denotes SPA Requirements Above |  |  |
| **OBR** | *OBR Module Quizzes are to be submitted to Manager, Cleveland State* |
| **Survey****Student Teaching****(Survey is emailed to student)** | **Proof submitted to Supervisor via Taskstream***Survey submitted to OBR*  | **Student Completed****YES NO** |

**List each Observation.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OBSERVATIONS** | **DATE/TIME** | **Walk Through OR Observation** | **Taskstream Score****Met/ Not Met** | **LESSON PLAN****Completed** | **COMMENTS** |
|  | OBS | Met Not Met | Met Not Met |  |
|  | OBS | Met Not Met | Met Not Met |  |
|  | OBS | Met Not Met | Met Not Met |  |
|  | OBS | Met Not Met | Met Not Met |  |
|  | W/T OBS | Met Not Met | Met Not Met |  |
|  | W/T OBS | Met Not Met | Met Not Met |  |

|  |  |
| --- | --- |
| **Midterm triad meeting held on \_\_\_\_\_\_\_\_\_\_** | **Signatures and Consensus scores****SCORE (0-3)** |
| Intern midterm CPAST score \_\_\_\_\_SPA score \_\_\_\_\_ | **Intern-** |
| Mentor midterm CPAST score \_\_\_\_\_SPA score \_\_\_\_\_ | **Mentor-** |
| Supervisor midterm CPAST score \_\_\_\_\_SPA score \_\_\_\_\_ | **Supervisor-** |
|  | **Consensus CPAST midterm score \_\_\_\_\_****Consensus SPA midterm score \_\_\_\_\_** |
| **Final triad meeting held on \_\_\_\_\_\_\_\_\_\_** | **Signatures and Consensus scores****SCORE (0-3)** |
| Intern Final CPAST score \_\_\_\_\_SPA score \_\_\_\_\_ | **Intern-** |
| Mentor CPAST score \_\_\_\_\_SPA score \_\_\_\_\_ | **Mentor-** |
| Supervisor CPAST score \_\_\_\_\_SPA score \_\_\_\_\_ | **Supervisor-** |
|  | **Consensus CPAST semester score \_\_\_\_\_****(40% of total grade)** |
|  | **Consensus SPA semester score \_\_\_\_\_****(20% of Total grade)** |
|  | **Assignment Total Score \_\_\_\_\_****(40% of Total grade)** |
| *Grade Calculator can be found on OFS website* | **Final Course Score/Grade for Semester****\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_** |
| Mentor letter received? Yes or no | Supervisor letter received? Yes or no |
| GRADE KEY

|  |  |
| --- | --- |
| Grade | Points or % |
| A | >2.14 |
| A- | 2.13-2.02 |
| B+ | 2.01-1.90 |
| B | 1.89-1.78 |
| B- | 1.77-1.66 |
| C+ | 1.65-1.54 |
| C | 1.53-1.42 |
| D | 1.41-1.30 |
| F | 1.29 > |

 | ***Please Indicate any awards or recognitions you are nominating the Student*** *(Criteria for each recognition can be found on OFS website)* |
| OUTSTANDING STUDENT TEACHER \_\_\_\_\_\_\_\_\_ |
| GOLDEN APPLE \_\_\_\_\_\_\_\_\_ |
| EXCEPTIONAL STUDENT TEACHER \_\_\_\_\_\_\_\_\_ |