

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

Professionalism/Inquiry/Contextualism /Partnership

**EST 489 – Student Teaching: Secondary Education English**

***EST 489***

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| **Instructor:** | **Anne Price** |  | **Email:** | **a.e.price@csuohio.edu** |
| **Phone:** | **216-802-3043** |  | **Office Hours:** | **Monday – Friday, 8-5, by appt.** |
| **Office:** | **JH 187** |  | **Room:** | **Field site** |
| **Meeting Times:** | **Field hours, varied** |  |  |  |

1. **Course Description**

Five full days a week for one semester in a secondary school classroom observing and teaching under the direction of a mentor teacher and a university supervisor.

1. **Course Rationale**

This is the required student teaching course for a secondary grades licensure.

1. **Texts**

There is no required text for this course.

1. **Course Goals and Objectives**

**Knowledge**

The Student Teacher Intern will demonstrate knowledge of:

1. Curriculum content and it’s alignment to the state, national and local standards.
2. A variety of appropriate instructional strategies that foster the development of student understating of concepts.
3. A variety of written assessment procedures that match the stated curriculum and lesson objectives
4. Appropriate technology application and integration into the teaching and learning process.
5. Issues of equality and diversity in the classroom.
6. How to apply learning theories to the development of particular lesson strategies to meet the needs of all students.

**Skills**

The Student Teacher Intern will demonstrate skills in:

1. Creating, effectively implementing and assessing engaging and relevant learning activities.
2. Critical reflection on teaching episodes.
3. Understanding students’ backgrounds.
4. Effective classroom management.
5. Record keeping as required by CSU, the mentor teacher, and school district.
6. Developing and maintaining an age-appropriate bulletin board.
7. Interacting with students and parents outside the classroom as appropriate.
8. Develop and maintaining positive working relationships with other teachers and school personnel as appropriate.
9. Organizing a field trip or other such culminating activity for the students.

**Dispositions**

The Practicum Intern will display positive disposition toward:

1. The diversity of language, culture, gender and racial backgrounds of the students.
2. School policies, regulations and social customs.
3. Developing a professional demeanor including punctuality, flexibility, verbal interactions, attire and rapport with colleagues.
4. **Instructional Strategies/Activities Related to Technology and Diversity**

In keeping with CSU’s commitment to preparing effective urban educators, candidates are required to complete at least one major field experience (practicum or student teaching) in a city designated by the Ohio Department of Education as “urban.”

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 in each formal observation. **Course Requirements**

* 1. ***Field Requirements***
* Student teaching candidates complete a minimum of 450 hours in secondary grades (7-12) language arts classroom. These hours are composed of the full school day plus all contractual obligations of the mentor teacher for the entire 15-week semester. The classroom placement may be in a middle or high school setting. In addition, all student teaching candidates will attend five seminars during the semester.
* Candidates are expected to attend five seminars throughout the semester with their 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 six times in the classroom by the CSU supervisor and twice by the mentor teacher. **For each observation, the candidate must provide a full lesson plan 48 hours in advance and is expected to complete post observation reflections.**
* At the midpoint and end of the semester, 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**
* **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 supervisor. The TPA includes three tasks: planning, instruction, and assessment. The assessment 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.
* **Assessment of Dispositions -** At the midpoint of the semester, the supervisor will conduct an assessment of the candidate’s dispositions identified in the standards for the National Council of Teachers of English.
* **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.
* **Classroom Management –**. During the course of your student teaching, you will observe an individual student, describe his/her behavior and strategies that you or your mentor teacher have used to manage this behavior. You will develop and identify steps that might be taken to further address the problem and/or change behavior.
* **Post-observation Reflections** – Candidates will complete written reflections following each supervisor observation. The prompts for these reflections are found on the post observation reflection sheet which can be found on the OFS website.
* *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**

A field grade is earned through a calculation of three separate variables:

|  |  |
| --- | --- |
| **DESCRIPTION** | **% OF FINAL GRADE** |
| **ASSIGNMENTS** | **40%** |
| **CANDIDATE PRE-SERVICE ASSESSMENT OF**  **STUDENT TEACHING (CPAST)** | **40%** |
| **C.O.E.H.S./SPA** | **20%** |

All field assignments are graded on a scale of 0-3, with 2 being a proficient level.

Scale for converting graded components to a CSU letter grade

|  |  |
| --- | --- |
| 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 > |

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

1. **Course Outline**

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| --- | --- | --- | --- |
| Week | Topic | Activity/Assignment | Due Date |
| 1 |  |  |  |
| 2 | Seminar 1 Supervisor Observation 1 | Context for Learning  Post observation reflection |  |
| 3 | Mentor Observation 1 | Lesson plans for learning segment (plans, instructional materials, assessment tools)  Distribute video consent forms |  |
| 4 | Supervisor Observation 2 | Planning commentary  Collect video consent forms  Post observation reflection |  |
| 5 | Seminar 2 | Classroom Management |  |
| 6 | Full co-teaching begins (occurs during weeks 6-14)  Supervisor Observation 3 | Post observation reflection  Videotaping |  |
| 7 | Midterm triads held by the end of week 8 | Assessment of Dispositions |  |
| 8 | Seminar 3 Supervisor Observation 4 | Instructional Commentary  Post observation reflection |  |
| 9 |  | Student Work Samples/Evidence of Feedback |  |
| 10 | Mentor Observation 2  Seminar 4 | Assessment Commentary |  |
| 11 | Supervisor Observation 5 | ***Complete edTPA submitted***  Post observation reflection |  |
| 12 |  |  |  |
| 13 | Seminar 5 Supervisor Observation 6 | Employment portfolio  Post observation reflection |  |
| 14 |  | Taskstream checkpoint portfolio  By this week Students will Complete OBR survey regarding their teacher preparation program. |  |
| 15 | Final triads completed |  |  |
| Finals |  |  |  |

1. **Course Policies**
2. 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:

|  |  |
| --- | --- |
| 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.
2. Professionalism. Students should act as professionally as possible to impress mentor teachers and supervisors. 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.
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 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.
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](mailto:h.gallacher@csuohio.edu)) or Brian Yusko (875-9774; [b.yusko@csuohio.edu](mailto: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 is available on the OFS website.

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

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| **EST**  **489** | **INTERN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ EXP: ST PR**  **SCHOOL\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SEMESTER/YEAR\_\_\_\_\_\_\_\_\_\_\_**  **GRADE LEVEL/SUBJECT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **EST**  **489** |

***This form should be distributed to the student upon completion of experience and turned into the OFS at the final supervisor meeting.***

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| **ASSIGNMENTS** | | **DESCRIPTION**  **(A SCORE OF “2” IS CONSIDERED PROFICIENT)** | | | | | | **TASKSTREAM**  **DRF** | **SCORE**  **(0-3)** |
| **edTPA** | | | | | | **TPA** |  |
| **Assessment of Dispositions\*** | | | | | | **LICENSURE** |  |
| **Classroom Management** | | | | | | **OFS** |  |
| **Employment Portfolio\*** | | | | | | **LICENSURE** |  |
| **Post observation reflections** | | | | | | **OFS** |  |
|  | | | | | |  |  |
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| **\*SPA REQUIREMENTS** | | | | | |  |  |
| **OBR** | | **SURVEY**  **(STUDENT TEACHING)** | | **SURVEY COMPLETED: YES NO** | | | |
|
| **OBSERVATIONS** | **DATE/TIME** | | **W/T OR OBS** | | **LESSON PLAN** | **REFLECTION** | **SCORE/COMMENTS** | | |
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| **TRIAD** |  | **DATE OF TRIAD** | **STUDENT SCORE** | | | **MENTOR SCORE** | | | **MEDIATED SCORE** | | |
| **Midterm** |  |  | | |  | | |  | | |
| **Final** |  |  | | |  | | |  | | |
| **RECOGNITIONS** | **AWARD/RECOGNITION** | | | **NOMINATION**  **YES NO** | | | **APPLICATION**  **YES NO** | | | **LETTERS SUBMITTED**  **YES NO** | |
| **OUTSTANDING STUDENT TEACHER** | | |  |  | |  |  | |  |  |
| **GOLDEN APPLE** | | |  |  | |  |  | |  |  |
| **EXCEPTIONAL STUDENT TEACHER** | | |  |  | |  |  | |  |  |
| **CRITERIA FOR EACH RECOGNITION CAN BE FOUND ON THE OFS WEBSITE** | | | | | | | | | | |

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| --- | --- |
| **MENTOR LETTER-CIRCLE ONE** | **SUPERVISOR LETTER-CIRCLE ONE** |
| RECOMMENDATION COMPLETION | RECOMMENDATION COMPLETION |

**SIGNATURES:**

**INTERN:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(DATE)**

**MENTOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(DATE)**

**SUPERVISOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(DATE)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FINAL GRADE TOTALS** | **DESCRIPTION** | **GRADE** | **% OF FINAL GRADE** | **GRADE CALCULATOR CAN BE**  **FOUND AT**  **(INSERT LINK)** |
| **ASSIGNMENTS** |  | **40%** |
| **CANDIDATE PRE-SERVICE ASSESSMENT OF**  **STUDENT TEACHING (CPAST)** |  | **40%** |
| **C.O.E.H.S./SPA** |  | **20%** |

**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 > |