

A teacher is a responsive and reflective professional dedicated to teaching and learning

Seminar EUT 499

Spring 2021

6 Credits

Instructor: Dr. Kate O'Hara	Time: Online/Mondays 4:00-6:00
Office Hours: Monday 12-2, Thursday 3- 5	Zoom: https://csuohio.zoom.us/j/89317293017
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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 scheduled 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.

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 unneeded out notions of normal. Decisions made by school leaders may not always be the right decision and learning opportunities may not align with those discussed in previous courses. Ultimately, as our K12 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 K12 teachers to assist with student engagement, tutoring, and assessment of student learning. We ask for your patience in working alongside your mentor teacher on this journey of discovery. We are confident that you will be a valuable asset and that you will proudly represent CSU.

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 transitioning from a college student into 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.

Student Teaching

Apprentice teachers need to attend a minimum of 60 scheduled school days, counting from the start of the school day until the end of the scheduled school time.. School days that count for this requirement do not include extra voluntary activity before or after school. Calamity days are counted as days attended. Scheduled days off including MLK and Presidents' Day are not counted as days in attendance. 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.

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.

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>

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 lesson plans before they are executed, as well as, discuss outcomes of those lessons.

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, the 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.

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 acknowledgement.

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>

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.

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](#).

Course Requirements

- ❖ **Student Teacher 12 weeks:** Develop, plan and implement instruction for your mentor's full teaching schedule by week three of your experience. Plans should be coordinated and shared with your mentor prior to implementation, and there should be a formal lesson plan for every formal observation and an abbreviated lesson plan each day when not being observed. In addition to taking over instructional duties, you will participate in all contractual activities of your mentor (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. Documentation due for Student teaching consists of the following assignments.

- **Two formal Lesson Observations** completed by the Mentor Teacher.
 - A draft of lesson plans must be submitted to your mentor at least 48 hours prior to the lesson's observation. A completed observation will consist of a lesson plan, observation rating form, and an observation follow-up form. Follow chart as to where the documents are submitted (Taskstream or blackboard)
 - **Three formal Lesson Observations** completed by Supervisor
 - A draft of lesson plans must be submitted to your supervisor at least 48 hours prior to the lesson's observation. A completed observation will consist of a lesson plan, observation rating form, and an observation follow-up form. Follow chart as to where the documents are submitted (Taskstream or blackboard)
 - **Triad Self Reflection and Meeting** with supervisor, mentor and you.
 - In addition to formal observation you will self assess to the rubric provided in advance of a meeting arranged by you between your supervisor, mentor, and yourself. Follow chart as to where the documents are submitted (Taskstream or blackboard)
 - **Timesheet** reflecting 12 weeks in the field
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- ❖ **Professional Development Plan:** Professional development plan that includes evidence of at least two professional development activities completed during the 2020-21 school year and a plan for the first two years of your career for continued learning. (TaskStream Requirement)

Please submit the following materials for this assignment

- Evidence of attending two mathematics/science based professional development activities during seminar, with seminar supervisor, mentor or mathematics/science organized group. Evidence may include a registration confirmation, agenda, program, handout, presentation file or other document identifying the topic of the professional development.
- For each activity, write a narrative which includes

- Description of activity
 - Analysis of the PD opportunities for collaboration with fellow math educators
 - Analysis of the PD grounding in research in mathematics education
 - Reflection on how the PD activity helped you reflect on your current practices and/or how the activity will impact your teaching to impact learning opportunities for all students' mathematical development.
 - Outline a professional development plan that you will undertake once you are in a permanent teaching position. Provide three SMART (specific, measurable, achievable, realistic and time-bound) goals that you have for your professional development once you complete your degree and gain employment as a teacher with a plan for how to achieve the goals.
- ❖ **EdTPA:** This assessment is used to evaluate each candidate's ability to effectively teach subject matter to all students.
- Student teachers will be assessed on a variety of artifacts including written reflection of lessons planned and taught, assessments of student work, samples of students' work, and video clips from the classroom.
 - Each student teacher will submit the edTPA to Pearson (the testing provider for the edTPA) for evaluation. All documents and videos submitted to Pearson are secure and student teachers are aware of the issues of confidentiality for students and schools.
 - Student teachers will be expected to demonstrate competency in the following four areas: 1. Planning. The student teacher will provide evidence that demonstrates an ability to use knowledge of student backgrounds and the academic content to plan effective student centered lessons that are based on state and national standards. 2. Instruction. The student teacher will provide evidence that demonstrates the ability to actively engage students in learning the academic content. 3. Assessment. The student teacher will provide evidence that demonstrates the ability to analyze student learning with the intent to provide specific feedback, appropriately plan the next steps in instruction, and make necessary adaptations to teaching practices. 4. Academic Language. The student teacher will provide evidence that demonstrates an ability to analyze the language demands of academic content and provide appropriate lesson progressions based on students' language development.
- ❖ **Employment Portfolio:** The purpose of these documents are to prepare you for your job search in the field of education.. The documents that are required with most applications are:
- Professional resume
 - Cover letter
- ❖ **Seminar Attendance:** 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. We will meet weekly on Mondays 4:00 - 6:00. Please watch the schedule and check your email for meeting locations, as there will be some days that seminar will be presented via Zoom.

Assignments and Grading

Assignment	Points	Submission
Student Teaching		
2 Observations Mentor	80	Supervisor/TaskStream
3 Observations Supervisor	120	Supervisor/TaskStream
Completed Triad	40	Supervisor/TaskStream
Timesheet	40	Supervisor/TaskStream
Employment Portfolio		
Resume	100	Supervisor/Instructor/Blackboard
Cover Letter	100	Supervisor/Instructor/Blackboard
Professional Development Plan	100	Seminar Instructor/TaskStream
EdTPA	200	Supervisor/Instructor/ODE Submission
Attendance Seminar	50	Seminar Instructor

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%

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:

Knowledge objectives...The Teaching Candidate will know:	Course Assessment	CSU Outcome	CSU Framing Principles
1. selected Humanities or STEM concepts developmentally appropriate for grades 9 – 12.	Observations Summary Triad	Knowledge of subject matter	Professionalism
2. how the Humanities or STEM and technology are integrated.	Observations	Knowledge of subject matter	Contextualism
3. a variety of instructional approaches and methods in the Humanities or Step	Observations Summary Triad	Instructional Strategies	Professionalism
4. a variety of methods for assessing student's understanding.	Observations Summary Triad	Assessment	Professionalism
5. current educational research supporting " <i>best practices</i> " in teaching, management, and building community.	Observations Summary Triad	Knowledge of development & learning	Inquiry
6. National, State, and Local teaching standards.	Observations Summary Triad	Knowledge of subject matter	Professionalism

Skill objective... 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, Unit Plan, and Summary Triad	Knowledge of development & learning	Inquiry Professionalism

2. investigate curriculum resources and teaching strategies and implement select materials within lessons.	Observations, Unit Plan and Summary Triad	Instructional Strategies	Inquiry Professionalism
3. implement a variety of instructional approaches including inquiry and group work to accomplish instructional goals.	Observations, Unit Plan Summary Triad	Instructional Strategies	Professionalism
4. create engaging and relevant learning activities linked to appropriate standards that motivate and instruct.	Observations, Unit Plan Summary Triad	Knowledge of development & learning	Professionalism
5. design, employ and analyze assessment tools to gauge learning of students and inform future learning	Observations, Unit Plan and Summary Triad	Assessment	Inquiry Professionalism
6. critically reflect upon teaching episodes and propose adjustments when indicated.	Reflections	Assessment	Inquiry Professionalism
7. implement effective behavior management and conflict resolution methods.	Observations Summary Triad	Learning Environment	Contextualism Professionalism
8. create a climate conducive for learning for all students.	Observations Summary Triad	Learning Environment	Contextualism
9. utilize instructional and communication tools, including technology, in the service of learning.	Observations Summary Triad	Communication Technology	Professionalism

Roles and Expectations for Apprentice, Mentor and University Supervisor

<p>Apprentice Teaching 2 Student (intern)</p>	<ul style="list-style-type: none"> · Observes and assists with individual and small group instruction in every class the mentor teacher is responsible for from the beginning of the experience. · Assumes the full load of mentor teacher responsibilities starting after the winter break, first with one class and within 4 weeks, teaching the full schedule. · Plans and teaches unit plan. · Plans, implements, and assesses learner-centered lessons. · Creates and grades assessments. · Allows time for reflection (i.e. observation follow up forms, triad conferences). · Attends all seminar sessions during the semester. · Attends additional professional development seminars. · Exhibits dispositions associated with CSU College of Education.
<p>Mentor</p>	<ul style="list-style-type: none"> · Is present in the online classroom whenever the Intern is teaching. · 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. · Facilitates intern's participation in duties outside of classroom teaching. · 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. · Facilitates reflections on experience (i.e. informally, triad conferences) and participates in a formative triad meeting mid-way through term · Completes an additional summative evaluation of the intern with the university supervisor at the end of the semester (Triad Meeting).
<p>University Supervisor</p>	<ul style="list-style-type: none"> · Provides formative feedback on lesson planning and teaching. · Observes intern and completes a minimum of two formal observations. · Facilitates reflections on experiences, including triad conferences. · Works with a mentor teacher to complete a summative evaluation of interns 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.

Week	Minimum Classroom Duties	Seminar Topic	Assignment Due	edTPA Components Due	Other Deadlines
Week 1 1/24	Observe, build rapport, work individually with students as directed by your mentor teacher	Teaching update, syllabus review, answering questions	Create a calendar and share it with me that shows your plan to work on lessons, have observations, and complete edTPA assignments	<input type="checkbox"/> Identify potential focus learners	Confirm that you have a current FBI/BCI background check
Week 2 1/31	Begin teaching at least 2 small group or whole group lessons per day	Sharyn Turner, Guest speaker edTPA Professional Portfolio Workshop	<input type="checkbox"/> Employment Portfolio draft	<input type="checkbox"/> Decide on focus learners for your edTPA and distribute permission forms for all students for edTPA videotaping	Check with your academic advisor in the ESSC that you are set to graduate pending passing courses this semester
Week 3 2/7	Begin teaching all groups and lessons for the full class load of your cooperating teacher	Guest Speaker: Jeff McClellen Topic: SOLE Workshop Objective writing and daily lesson planning	Refine and develop your three to five lesson plans for EdTPA	<input type="checkbox"/> Collect consent forms for all your students	Schedule supervisor observations and mentor teacher observations

Week 4 2/14	Zoom Meeting	Meet with Teresa Graham for EdTPA help		<input type="checkbox"/> Collect baseline data on your focus learner's performance and clarify curriculum-based assessments	By the end of Week 4, you should have had at least one supervisor observation
Week 5 2/21	Continue planning and teaching for the entire course load	President's Day, No Class	<input type="checkbox"/> EdTPA Context for Learning	<input type="checkbox"/> Follow up on missing consent forms <input type="checkbox"/> Video record at least one of your normal non-edTPA lessons to practice your recording set up <input type="checkbox"/> Watch your practice video and take notes on what needs improvement	Upload lesson plans to Blackboard for each lesson observed by a University Supervisor and Mentor. Also upload lesson plans on Taskstream.
Week 6 2/28	Continue planning and teaching for the entire course load	Guest Speaker Karen Lieski for NOTED and Career Services	<input type="checkbox"/> Weekly lesson plans completed	<input type="checkbox"/> Finish your 3-5 edTPA lesson plans <input type="checkbox"/> Begin drafting your planning commentary	
Week 7 3/1	Continue planning and teaching for the entire course load	Assessment and instructional decision making	<input type="checkbox"/> Weekly lesson plans EdTPA Planning Commentary Draft Due	<input type="checkbox"/> Video record yourself teaching your learning segment <input type="checkbox"/> Bring your draft of your planning commentary to seminar	

<p>Week 8 3/7</p>	<p>Continue planning and teaching for the entire course load</p>	<p>13th Street Building, Black Box Theater (pizza included)</p> <p>Guest Speaker: Holly Holsinger Topic: Drama and Teaching</p>	<p><input type="checkbox"/> Weekly lesson plans</p>	<p><input type="checkbox"/> Finish any video recording of your learning segment</p> <p><input type="checkbox"/> Edit the video down to the required length</p> <p><input type="checkbox"/> Watch your video, complete Video Organizers</p> <p><input type="checkbox"/> Bring your draft of your planning commentary to seminar</p>	
<p>CSU Spring Break 3/14-3/18</p>	<p>Continue planning and teaching for the entire course load</p>	<p>NO SEMINAR</p>	<p><input type="checkbox"/> Weekly lesson plans (Upload unless your placement is on spring break)</p>	<p><input type="checkbox"/> Draft your instructional commentary</p> <p><input type="checkbox"/> Revise your planning commentary</p>	
<p>Week 9 3/22</p>	<p>(If your placement is not on Spring Break, teach the full load)</p>	<p>Supervisor's Meeting</p>	<p><input type="checkbox"/> Weekly lesson plans (Upload unless your placement is on spring break)</p>	<p><input type="checkbox"/> Write your assessment commentary</p> <p><input type="checkbox"/> Revise your instructional commentary</p>	<p>By the end of Week 9, you should have had three observations from your supervisor, one observation from your mentor, and have completed your Midterm Triad Conference</p>
<p>Week 10 3/28</p>	<p>Teach two classes and begin turning classes over to your mentor teacher</p>	<p>Guest Speaker: Kendra Holloway, Principal for CMSD Cleveland Early College High School Topic: Mock Interview</p>	<p><input type="checkbox"/> Weekly lesson plans</p> <p>EdTPA submitted to Blackboard</p>	<p><input type="checkbox"/> Read and revise all your commentaries</p> <p>Finishing up the edTPA</p>	

Week 11 4/5	Assist students, mentor teacher takes the full load of classes back	Discuss edTPA and final submission information	<input type="checkbox"/> Full edTPA due <input type="checkbox"/> Weekly lesson plans	<input type="checkbox"/> You will upload your completed edTPA with OFS	
Week 12 4/12	Last week of student teaching unless supervisor and mentor believe more time is needed	Revisiting finding and getting a job and applying for a license			By the end of week 12, all observations must be completed for apprentice teaching obligations to be fulfilled.
Week 13 4/19		Supervisor's Meeting			
Week 14 4/26	End of year ceremony for EST 498 and EST 499		—		