

<b>Instructor:</b> Anne Price <b>Phone:</b> 216-802-3043 <b>Office:</b> JH 183 <b>Email:</b> a.e.price@csuohio.edu <b>Office hours:</b> 8AM – 5PM by appointment	<b>Seminar Leaders:</b> Gail Nelson <b>Email:</b> g.s.nelson@csuohio.edu <b>Phone:</b> 216-802-3342 <b>Cell:</b> 330-416-5359 <b>Office Hours:</b> Wednesday: 12:30-2:30 PM Thursday: 9:00-11:00 AM Friday: 12:30-2:30 PM (by appt) Other times available by Appointment.	 <b>Cleveland State University</b> College of Education and Human Services The teacher as a responsive, reflective professional: a partner in learning Professionalism/Inquiry/Contextualism /Partnership	<b>EST 570 - Practicum:  Early Childhood Education</b>
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**I. Course Description**

Practicum requires four half-days per week for one semester, observing and teaching under the direction of a cooperating teacher and a University supervisor. Practicum or Student Teaching (EST 580) must be in an urban setting and one needs to be done in at Preschool or Kindergarten level. Placement may be made in a setting that provides for the inclusion of children with special needs.

**II. Course Rationale**

This is the required practicum course for an early grades licensure.

**I. Texts Transformative Teaching, Changing Today’s Classrooms Culturally, Academically, & Emotionally; Brittingham, Duncan, & Kryza (2016) Solution Tree Press**

**II. Course Goals and Objectives**

- a. – I can identify the Resident Educator Licensure Program.
- b. – I can identify the School Operating Standards.
- c. - I can identify the Professional Development Standards.
- d. – I can identify the Value-added Progress Dimension.
  - 1.1 - I can provide evidence that shows my knowledge of how students learn and of the developmental characteristics of the age groups with which I am working. (Knowledge)
  - 1.2 - I can identify student’s prior knowledge, abilities and cultural background and use this knowledge to meet the needs of students. (Knowledge, Skills)
  - 1.3 - I can prepare lessons that reflect the expectations that all students will achieve to their full potential. (Disposition)
  - 1.4 - I can model respect for students’ diverse cultures, language skills, and experiences through the cognitive, social and Emotional and physical environment I create. (Disposition)
  - 1.5 - I can identify characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate instruction. (Knowledge, Skills)
  - 2.1 - I can demonstrate the need for knowledge of content area in order to plan instruction. (Knowledge, Skills)
  - 2.2 - I can articulate content -specific instructional strategies used to reflectively teach the central concepts and skills of the discipline. (Knowledge, Skills)
  - 2.3 - I can determine school and district curriculum priorities and the Ohio Academic Content Standards. (Knowledge)
  - 2.4 - I can connect prior and new knowledge with in the discipline to other content areas. (Knowledge)
  - 2.5 - I can connect content to relevant life experiences and career opportunities for students. (Skills)
  - 3.1 - I can identify assessment types their purpose and the data they generate. (Knowledge)
  - 3.2 - I can select and use a variety of diagnostic, formative and summative assessments. (Skills)
  - 3.3 - I can with support analyze data to monitor student progress and learning to plan instruction. (Skills)
  - 3.4 - I can communicate student progress with students and mentor teachers. (Skills)
  - 3.5 - I can involve learners in self-assessment and goal setting. (Skills)
  - 4.1 - (A) I can create developmentally appropriate instructional goals evidenced through isolated lessons/units aligned with school/district priorities and Ohio’s academic standards. (Knowledge, Skills)
  - 4.1 - (B) I can create developmentally appropriate learning activities that align with the instructional goals and school/district priorities and Ohio academic content standards. (Knowledge, Skills)
  - 4.2 - (A) I can identify and record students’ learning and performance information to plan and deliver effective instruction. (Knowledge, Skills)
  - 4.3 - (A) I can state and post clear learning goals/objectives and provide opportunities for students to explain learning goals/objectives throughout lesson. (Knowledge, Skills)
  - 4.3 - (B) I can provide evidence that learning activities are linked to defined goals. (Knowledge, Skills).

- 4.4 - I can plan and deliver effective instruction to include a range of behavioral and academic strategies that keep students motivated, engaged, focused in isolated lessons. (Knowledge, Skills)
- 4.5 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching small group lessons. (Knowledge, Skills)
- 4.6 - I can create and utilize multiple teaching and learning strategies that engage students in active learning opportunities that promote:
- independent learning
  - individual choice
  - communication modes and skills as a vehicle for learning.
- (Knowledge, Skills)
- 4.7 - I can use available resources to promote student growth and performance by incorporating:
- variety of instructional strategies and materials
  - technology tools
  - valid assessment measures
- (Knowledge, Skills)
- 5.1 - I can treat all students equally by establishing a respectful, supportive and caring environment by:
- establishing and maintaining routines, procedures and expectations
  - providing equity of response opportunities for students
  - promoting positive relationships and supportive interactions with students
- (Knowledge, Skills, Disposition)
- 5.2- I can create a physically and emotionally safe environment by providing:
- modeling of positive interactions amongst students and adults
  - validating student contributions and thinking
  - proactive, and consistent responses to student behavior.
- (Knowledge, Skills, Disposition)
- 5.3 - I can motivate students to work productively and assume responsibility for their own learning by:
- utilizing positive public praise and private correction techniques
  - implementing cooperative and collaborative learning activities that involve choice
  - providing relevant, real-world application to learning
  - providing self-monitoring tools
- (Knowledge, Skills]
- 5.4 - I can create positive learning situations by organizing, preparing, and monitoring independent and group work allowing for full and varied participation of all individuals. (Knowledge, Skills)
- 5.5 - I can take responsibility for establishing and maintaining a positive classroom climate by:
- demonstrating effective classroom management strategies promoting positive relationships
  - providing organization and consistent management of time, space, activities, and resources
  - providing active and equitable engagement of all students
- (Knowledge, Skills, Disposition)
- 6.1 - I can Use effective verbal, non-verbal and media communication techniques to communicate clearly and effectively. (Skills)
- 6.2 - I can with support, practice positive relationships and supportive interactions as the foundation of my work with children and families. (Skills)
- 6.3 - I can collaborate effectively with mentor teachers and supervisors. (Disposition)
- 6.4 - I can identify community agencies to promote a positive environment for student learning. (Knowledge, Skills)
- 7.1 - I can act professional at all times by following the professional ethics, policies and legal codes of professional conduct, including the need for confidentiality. (Disposition)
- 7.2 - I can use self-reflection as a professional development tool and identify professional development opportunities that will enhance my skills and knowledge. (Disposition)
- 7.3 - I can advocate for students needs and differentiate lessons for student learning. (Skills)

### III. **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. The Teacher Work Sample assignment requires candidates to explain how the instructional strategies they use are appropriate for the students in the classroom. Candidates are assessed on their effective use of technology in each formal observation.

#### IV. **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:

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> , See <i>Below for information regarding absences</i> .
7	<b>Notify</b> the mentor teacher, school secretary, and university supervisor of any anticipated absences See <i>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. See <i>Below for information regarding absences</i> .
9	Make-up <u>each</u> excused absence beyond three. See <i>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>

#### **Absences in the Field**

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.

- B. Late assignment policy. All assignments are to be submitted by the due date. Late assignments will incur a 10% deduction from the grade for each week that it is late. *No Late Assignments will be accepted in the last week of class.*
- C. 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.**
- 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. 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 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 (687-3743; [h.gallacher@csuohio.edu](mailto:h.gallacher@csuohio.edu)) or Dr. Brian Yusko (875-9774; [b.yusko@csuohio.edu](mailto:b.yusko@csuohio.edu))

## V. Course Requirements

### a. Field Requirements

- **The field hours are composed of four hours per day, four days per week, for the entire 15-week semester.** Candidates are expected to observe, assist, and co-teach with the mentor teacher.
- **Interns will work both online and offline.** You may do planning and grading on your own or with the mentor. Either way be ready to justify how you spent your time on your timesheet.

- Candidates will be observed a total of four times 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.**
  - 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 complete the CFAST scoring tool. The final Triad CFAST score will determine the semester grade.
  - Candidates must apply for placements through the Office of Field Services (OFS) by completing an online application at the beginning of the semester prior to practicum according to OFS deadlines. The Office of Field Services will determine candidate eligibility based on GPA requirements, course pre-requisites, completion of necessary background checks and immunizations, and the satisfactory completion of the Taskstream portfolio Checkpoint 1.
  - **For each observation, the candidate must provide a full lesson plan 48 hours in advance.**
  - 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 complete the CFAST scoring tool to determine the final aggregated observation scores. The final Triad CFAST and SPA score will determine half of the semester grade.
- b. Assignments/Assessments**-further assignment supports are located in Taskstream.
- **Textbook and articles** – Candidates in Internship 1 are required to read the textbook and/or Articles sent before seminar, in order to be prepared for seminar discussions and to show evidence on lesson plans that information from the text, articles and discussions are being incorporated into practice.
  - **Inquiry-based Unit Plan- (65 Points)** The purpose of this assignment is to evaluate the Intern’s ability to design, implement, and evaluate a learning segment of an inquiry-based unit that teaches students knowledge of a subject matter and/or skills measured by a specific state standard. This assignment is designed for you to demonstrate your competence in the following skills:
    - Ability to complete a context for learning using online community demographic tools, observation, and interaction as you seek further knowledge about the strengths and challenges of the community surrounding your field site.
    - Ability to plan, prepare, teach and reflect on an inquiry-based 4-day Unit plan.
    - Ability to assess student learning, analyze and determine the students’ growth in achieving the objectives of the learning segment
    - Ability to differentiate instruction as more information is gained about student’s individual needs and/or cultural influences.
    - Ability to videotape, trim, compress and upload an 8-minute sample of your teaching from the learning segment
    - Ability to incorporate and implement a free choice center that supports students’ ability to choose further learning opportunities around the unit topic and shows differentiation for student’s learning needs including a focus student.
    - Ability to engage families in the students’ learning process
  - Ability to select and use at least 2 relevant research sources (such as professional journal article or text) to support the chosen instructional strategies, differentiation strategies or family engagement strategies used in the unit plan. ((the articles/texts selected must be from professional journals or texts that are specific to early childhood education)
  - **Reflections – (15 points)** Interns are required to complete five (5) reflections over the course of the semester. Each reflection is to be at least one page and will be on a specific prompt.
  - **Attendance and Punctuality– (20 points) Attendance is required at a minimum of 5 seminars.** Attendance at each seminar session is required. If a Seminar session needs to be missed the intern needs to notify the seminar leader as soon as possible *before* the missed seminar session. Punctuality is an important skill for teachers. Interns are expected to arrive on time for seminar and to the field. See *course policies for Attendance policies for the field.*
  - **In addition, to these written assignments, interns seeking licensure and intending to participate in Internship 2 must complete and satisfy the Taskstream Checkpoint 2 portfolio criteria.**
  - **Unexcused absences** are not permitted for any reason

## VI. Grading criteria

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

DESCRIPTION	% OF FINAL GRADE (point value)
ASSIGNMENTS	50% (100 points)
CANDIDATE PRE-SERVICE ASSESSMENT OF STUDENT TEACHING (CPAST)	40% (80 points)
C.O.E.H.S./SPA	10% (20 points)

CPAST Grading Scale: The cumulative score on the Final 15-week CPAST and Final SPA will determine the grade

Points	CPAST Points	Spa Points
3.0 -1.28	80	20
1.27 or below	0	0

Assignment and overall grading scale

Grade	Points or %
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

### **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).

**Seminar Class Outline** Grad students are only required to attend 5 seminar classes but are highly encouraged to attend all to get the most guidance for completing the assignments.

Week	Topic	Text Reading/ Articles for class	Activity/Assignments Due by the following Thursday, 11:59 PM	Class Style
1 8/28	Introduction/ Getting to know you <b>video</b> Class organization/Syllabus Context for Learning <b>video</b> Self-reflection as a practitioner & Mindfulness Professionalism Online resources Goal setting & self-care	Read chapter 1	Create your own getting to know you video upload to Blackboard Read article on trauma	Half zoom 9:30- 10:45 Half on-line On your own time
2 9/4	DAP - Individual, Age Norms, Cultural Trauma	Chapter 2	Complete self-reflection journal (Pg. 162 in text) Reflection 1	Full on zoom 9:30-12:00
3 9/11	Behavior management/ environments Current Needs Inquiry based Unit Plan <b>School Operating Standards</b>	Chapter 4	<b>Complete School Operating Standards OBR module on Taskstream</b>	Half zoom 9:30- 10:45 Half on-line On your own time
4 9/18	Lesson planning, Standards, content, strategies, assessments Instructional strategies Alignment to standards all parts Pacing guides/ curriculums			Zoom with Seminar Leads 9:30 – 11:00 <b>Supervisors</b> 11:00- 12:00
5 9/25	Lesson planning Assessments (Pre-assessments/formative/summative) Rubric literacy & rubric tools	Chapter 5	Reflection 2	Half zoom 9:30- 10:45 Half on-line On your own time
6 10/2	Instructional activities –multi-modal Review Learning domains <b>Value-Added Progress Dimensions</b>		<b>Complete Value-Added Progress Dimensions OBR module on Taskstream</b>	Half zoom 9:30- 10:45 Half on-line On your own time
7 10/9	Transitions Procedures & Routines			Zoom with Seminar Leads 9:30 – 11:00 <b>Supervisors</b> 11:00- 12:00
8 10/16	Instructional strategies- differentiation		Reflection 3 Complete lesson plans for unit	Half zoom 9:30- 10:45 Half on-line On your own time
9 10/23	Instructional strategies- Bloom’s Taxonomy Creating materials Goal setting & self-care <b>Professional Development Standards</b>		<b>Complete Professional Development Standards OBR module on Taskstream</b>	Half zoom 9:30- 10:45 Half on-line On your own time
10 10/30	Instructional strategies – open ended vs closed ended questions, Wait time		Reflection 4 Videotaping/teach unit	Zoom with Seminar Leads 9:30 – 11:00 <b>Supervisors</b> 11:00- 12:00
11 11/6	Feedback- Video compression	Chapter 6	Video compression	Full on zoom 9:30-12:00
12 11/13	Allowing children to be in charge of their learning/behavior.		Unit plan Due	Half zoom 9:30- 10:45 Half on-line On your own time

13 11/20	Collaboration, professionalism <b>Resident Educator Licensure Program</b>		<b>Complete Resident Educator Licensure Program OBR module on Taskstream</b>	Zoom with Seminar Leads 9:30 – 11:00 <b>Supervisors</b> 11:00- 12:00
14 11/27	No class		No Class	No class
15 12/4	Looking forward – edTPA		Reflection 5	Full on zoom 9:30-12:00

### NOTES on the schedule:

1. Some weeks we will meet as a full class, other weeks we will split into two Zoom rooms. The main zoom room will be used every week, if you are unsure which room you should be in come to the main room and we will help you. **Weekly Meeting ID: 969 5214 4205**
2. Four weeks have been designated for you to meet with your supervisor. We have reserved last hour of class for this. Some supervisors will not be able to meet during this time. If they are unavailable they will contact you with an alternate time.
3. The OBR modules (in Red) are done through Taskstream. You will watch the Modules and then complete the quiz. Submit to Cleveland State Mangager. Although these are assigned to certain weeks please note they can be completed at anytime as long as they are completed by week 14.

### Field Schedule

Week	Suggested Teaching Schedule	Suggested Observation Schedule
1	Attend OFS Zoom trainings Contact Mentor Teacher	
2	Familiarize self with online learning platforms, and curriculum.	
3	One small group or a class activity such as class opening or story time.	
4	One subject such as Math or Language Arts and a class activity	Supervisor Observation 1
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	Supervisor Observation 3
10	Two subjects and video tape learning segments for Unit plan	
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 (5/1)
15	Slowly return teaching duties to mentor.	