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ECE 441
Internship 1 Field
Early Childhood Education

I. Course Description

ECE 441, Internship 1 - Field requires 12 hours a week in the field. Generally this is done as 3 hours a day for 4 mornings a week. You will work with an assigned Mentor teacher at your field site and have a CSU supervisor which will conduct observations.

All students enrolled in this class must have a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) on file with the Office of Field Services.

In addition, all students must have successfully met all Taskstream Checkpoint 1 requirements.

Relationship to the Concurrent Seminar

Students enrolled in this course must be concurrently enrolled in ECE 442, the seminar companion to this Field practicum. The field experience will provide the context for the seminar assignments (e.g., lessons taught, student behavior observed). Students must pass both Internship 1 components (ECE 441 and ECE 442) in the same semester to be eligible to move forward into Internship 2. **Students who do not receive a passing score of B or better in either ECE 441 or ECE 442, must repeat both concurrent courses in order to progress to Internship 2.**

II. Course Rationale

The purpose of Internship I- Field class is to assist interns in making the transition from college student to a classroom teacher.

- I. Text There is no required text for this course.

III. Course Goals and Objectives

- 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 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 articulate content -specific instructional strategies used to reflectively teach the central concepts and skills of the discipline. (Knowledge, Skills)
- 2.2 - I can connect students' prior and new knowledge during learning. (Knowledge)
- 3.1 - I can select and use a variety of formative and summative assessments. (Skills)
- 3.2 - I can with support analyze data to monitor student progress and learning to plan instruction. (Skills)
- 3.3 - I can communicate student progress with students and mentor teachers. (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 - 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)
- 4.4 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching small group lessons. (Knowledge, Skills)

4.5 - I can create and utilize multiple teaching and learning strategies that engage students in active learning opportunities that promote:

- a. independent learning
- b. individual choice
- c. 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:

- a. variety of instructional strategies and materials
- b. technology tools
- c. valid assessment measures

(Knowledge, Skills)

5.1 - I can treat all students equally by establishing a respectful, supportive and caring environment by:

- a. establishing and maintaining routines, procedures and expectations
- b. providing equity of response opportunities for students

(Knowledge, Skills, Disposition)

5.2- I can create a physically and emotionally safe environment by providing:

- a. modeling of positive interactions amongst students and adults
- b. validating student contributions and thinking
- c. 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:

- a. utilizing growth mindset feedback techniques
- b. implementing cooperative and collaborative learning activities that involve choice
- c. providing relevant, real-world application to learning
- d. providing self-monitoring tools

(Knowledge, Skills)]

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. (Disposition)

7.3 - I can advocate for students needs. (Skills)

IV. Instructional Strategies/Activities Related to Diversity and Technology

In keeping with CSU's commitment to preparing effective urban educators, candidates are required to complete at least one major field experience 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 Inquiry based Unit Plan 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 and as a part of their participation in the seminar.

V. Course Requirements

a. Field Requirements

- **The field hours are composed of three 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 are required to have a lesson plan for any planned teaching time.** In the beginning you may follow your mentor's lesson plan, then you will move to co-planning with your mentor, by week 13 interns are expected to be writing lesson plans for all subjects being taught by the intern. All

lesson plans need to be completed enough in advance for student to get feedback from either or both the mentor and supervisor. The suggested time frame for all plans is at least 48 hours.

- **Interns may work both online in-person.** 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 in order to allow enough time for feedback and approval from the mentor or supervisor.**
- **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 CPAST scoring tool. The final Triad CPAST score will determine the semester grade.

b. Grading criteria

This course is a pass/fail. The cumulative score on the 15-week CPAST and SPA will determine the pass or fail grade.

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

Grade	Points	CPAST Points	Spa Points
Pass	3.0 -1.78	80%	20%
Fail	1.77or below	0	0

VI. **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	Complete the Intern Attendance Form daily. (File with Mentor Teacher)
2	Make available the Intern Attendance Form for supervisor when asked.
3	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.
4	Arrive early or stay late as required for preparation and discussions with a mentor teacher.
5	Receive mentor teacher and supervisor’s advance approval for any anticipated absences , See <i>Below for information regarding absences</i> .
6	Notify the mentor teacher, school secretary, and university supervisor of any anticipated absences. See <i>Below for information regarding absences</i> .
7	Leave detailed plans 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. Any intern facing such a possibility should confer with the Office of Field Services.

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

Unexcused absences are not permitted for any reason

- B. **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. (See OFS Handbook)

- 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 website 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 contact Dr. Heather Gallacher (687-3743; h.gallacher@csuohio.edu) or Dr. Brian Yusko (875-9774; b.yusko@csuohio.edu) If you need help with Zoom or require technical assistance with videotaping or editing, you should visit the Center for Educational Technology webpage for posted office hours via Zoom: <https://cehs.csuohio.edu/cet/cet> For Support with GoReact, contact Sharyn Turner in OFS JH 187 (216-687-4719, s.e.morgan@csuohio.edu)
- K. **There is no shame in asking for help.** CSU offers many free student supports. Internships can be a stressful time. You are learning new skills and meeting new demands, all while being exposed to lots of new germs. If you are struggling, stressed out or just need a listening ear please do not hesitate to reach out to us. Someone is always close at hand for help.

Student Success Supports:

<ul style="list-style-type: none"> ○ TASC – Tutoring and Academic Success Center ○ Writing Center ○ Math Support Center ○ Graduate Student Resource Center ○ Mareyjoyce Green Women’s Center ○ Commuter Corner ○ Counseling and Academic Success Clinic ○ Veteran Student Success program ○ Library, Michael Schwartz ○ Office of Field Services ○ TRIO/SSS 	<ul style="list-style-type: none"> ○ Center for International Services and Programs ○ Health and Wellness Services ○ Career Services and Placement Center ○ Office of Disability Services ○ Office of Institutional Equity ○ Life up Vikes ○ CSU CARE Team ○ Ombudsperson ○ Judicial Affairs ○ Peer to Peer Support ○ Student Affairs
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Health and Safety Syllabus Statement

You are required to follow the guidelines and requirements of the school district.

B. Course Outline *Dates of each week are determined by each school's spring break dates.*

Week	Suggested Teaching Schedule	Suggested Observation Schedule
1	Familiarize self with any learning platforms, and curriculum.	
2	One small group or a class activity such as class opening or story time.	
3	One subject such as Math or Language Arts and a class activity	Supervisor Observation 1
4	One subject such as Math or Language Arts and a class activity	
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 Videotaping/teach unit	Midterm triads held by the end of week 8
8	Two subjects and learning segments for Unit plan Videotaping/teach unit	
9	Two subjects and learning segments for Unit plan	Supervisor Observation 3
10	Three subjects	
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 (<i>Inquiry Based Unit Plan is due</i>)	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	Last required week. Slowly return teaching duties to mentor.	
Finals Week	<i>Used as needed to make up any absences with supervisor and mentor permission.</i>	