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| **Instructor: Gail Nelson**  **Phone: 216-802-3342**  **Office: JH 186**  **Email: g.s.nelson@csuohio.edu**  **Office hours: Monday-Friday 8:00am-5:00pm**  **(by appointment)** | http://free.bridal-shower-themes.com/img/cute-black-babies-girls_2.jpg | **ECE 451**  **Internship 2**  **Early Childhood Education** |

1. **Course Description**

Five full days a week in a university-supervised student teaching experience, typically in a kindergarten or primary-grade classroom. Internship 1 or 2 must be in an urban setting. Both may be. Placement may be made in a setting that provides for the inclusion of children with special needs.

1. **Course Rationale**
2. The purpose of Internship 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.
3. **Texts**

There is no required text for this course.

1. **Course Goals and Objectives**
   1. – I can identify the Academic Content Standards and the Common Core.
   2. - I can identify the Ohio Teacher Evaluation System (OTES).

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 by:

a. Using higher level questioning skills to understand students’ development and learning

b. Using instructional strategies informed by knowledge of students to promote learning

(Knowledge)

1.2 - I can use on-going evaluation of students’ knowledge, abilities and cultural background to revise lessons to the needs of each unique student, including those:

* + 1. With exceptional needs such as disabilities or giftedness.
    2. With second language acquisition

(Knowledge, Skills)

1.3 - I can create and implement lessons that allow for students to achieve their full potential by:

1. Using strengths as an opportunity for growth and misconceptions as an opportunity for learning.
2. Using student’s culture as a strength for learning.

(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 using students’ differences to support learning.

(Disposition)

1.5 - I can identify characteristics of gifted students, students with disabilities and at risk students in order to assist in appropriate identification, instruction and intervention.

(Knowledge, Skills)

2.1 - I can use the knowledge of content area concepts, assumptions and skills to plan instruction consistently by:

1. Using multiple representations and explanations.
2. Encouraging students to understand, question, and analyze ideas.
3. Using academic language.
4. Using cross-disciplinary skills to deepen understanding.

(Knowledge, Skills)

2.2 - I can plan and implement content-specific instructional strategies to effectively teach the central concepts and skills of the discipline including a variety of forms of communication that address varied audiences and purposes.

(Knowledge, Skills)

2.3 - I can select school and district curriculum priorities and the Ohio Academic Content Standards that support the lesson’s objectives.

(Knowledge)

2.4 - I can create and implement lessons that connect multiple content areas with new and prior knowledge.

(Knowledge)

2.5 - I can lead students to make connections between content and relevant life experiences or career opportunities. (Higher level questioning)

(Skills)

3.1 - I can analyze assessment types, their purposes and the data they generate and make appropriate accommodations in assessments for learners with disabilities or language learner needs.

(Knowledge)

3.2 - I can select, develop and use a variety of diagnostic, formative and summative assessments. To:

1. Make appropriate accommodations in assessments for learners with

disabilities or language learner needs.

1. Plan for instruction based on the assessment data.
2. Promote learner’s growth and development.

(Skills)

3.3 - I can analyze data to monitor student progress and learning to plan, differentiate and modify instruction.

(Skills)

3.4 - I can collaborate with Mentor teacher to communicate student progress to students, parents and colleagues.

(Skills)

3.5 - I can facilitate learners’ self-assessment and goal setting to address gaps between performance and potential.

(Skills)

4.1 - A. I can create developmentally appropriate instructional goals evidenced through isolated lessons/units aligned with school/district policies and Ohio’s academic standards.

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.

B. I can plan and deliver effective lessons that provide evidence of differentiated instruction addressing the achievement gap.

(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.

B. I can provide evidence that learning activities are linked to defined goals.

C. I can provide opportunities for students to work together to achieve the defined goals.

(Knowledge, Skills)

4.4 - I can plan and deliver effective instruction to include a range of behavioral and academic strategies and adapt plans when needed to keep students motivated, engaged, focused in sustained instruction.

(Knowledge, Skills)

4.5 - I can demonstrate differentiated instructional techniques to support learning needs of all students when teaching large and small groups or individuals.

(Knowledge, Skills)

4.6 - 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. student exploration and discovery

d. critical thinking

e. cross-disciplinary learning

f. 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

d. outside materials, experts, community resources

(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

c. promoting positive relationships and supportive interactions with students

d. accepting each student’s home language usage.

(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 positive public praise and private correction 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)

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 and allowing for community collaboration.

(Knowledge, Skills)

5.5 - I can take responsibility for establishing and maintaining a positive classroom climate by:

a. demonstrating effective classroom management strategies promoting positive

relationships

b. providing organization and consistent management of time, space, activities,

and resources

c. providing active and equitable engagement of all students

d. collaborating with students to make needed adjustments.

(Knowledge, Skills, Disposition)

6.1 - I can communicate clearly and effectively through verbal, non-verbal and media communication techniques to promote positive relationships, cooperation and purposeful learning.

(Skills)

6.2 - I can develop and utilize active partnerships amongst teachers, parents/guardians and leaders in the community to support student learning, emotional and physical development and mental health.

(Skills)

6.3 - I can develop and utilize active partnerships among parents/ guardians, teachers, administrators and school and district staff including those with specialized expertise to support student learning.

(Disposition)

6.4 - I can collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

(Knowledge, Skills)

7.1 - I can be professional at all times by following the professional ethics, policies and legal codes of professional conduct, including the need for confidentiality including when handling assessment data.

(Disposition)

7.2 - I can use self-reflection as a professional development tool to assess my instructional effectiveness and attend 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 as well as identify advocacy groups that support the change I see needed in the education field.

(Skills)

1. **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 (Internship 1 or Internship 2) 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. Assignment prompts explicitly require candidates to reflect on the social issues that impact education in diverse educational settings. The edTPA 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.

1. **Course Requirements**
   1. ***Field Requirements***

* Candidates complete a minimum of 405 hours in (Pre-K-3) classroom. These hours are composed of the full school day plus all contractual obligations of the mentor teacher for the entire 15-week semester. \* Candidates are required to complete at least one major field experience (in a Pre-K or K setting)
* Candidates are expected to attend seminars and participate on Black Board throughout the semester.
* 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.**
* 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 Internship 2 are required to submit their edTPA for national scoring following due dates set by the Office of Field Services.  This is a high-stakes requirement and must be submitted to receive a passing grade in Internship 2.  Information about cut scores and consequences for failure will be found on the OFS website. 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.
* **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.
* **In addition to these written assignments, interns seeking licensure must complete and satisfy the Taskstream Checkpoint criteria.**

**c. Other Requirements**

* **Articles –** Candidates in Internship 2 are required to read the Articles sent before seminar session 2 through 6, in order to be prepared for seminar discussions and to show evidence on lesson plans that information from the articles and discussions are being incorporated into practice.

1. **Grading criteria**

A field grade is earned through a calculation of three separate variables. All field assignments are graded on a scale of 0-3, with 2 being a proficient level. **Assignments will be submitted through Blackboard and Taskstream for grading by the CSU supervisor and/or CSU seminar leaders.**

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

1. **Course Outline**

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| **Week** | **Topic** | **Activity/Assignments** | **Suggested Teaching** | **To complete** |
| 1  8/27 |  | Read the edTPA Handbook | Familiarize self with classroom, curriculum and learn student’s names. |  |
| 2  9/3 | Supervisor Observation 1 | Gather information for  Context for Learning | One subject such as Math or Language Arts | Complete the Context for Learning |
| 3  9/10 | Mentor  Observation 1  **9/11 Seminar** | Lesson plans for edTPA learning segment (plans, instructional materials, assessment tools)  Distribute video consent forms | Two Subjects or one subject and a class activity such as class opening | Identify the content area you will teach for edTPA |
| 4  9/17 | Supervisor Observation 2 | Planning commentary  \*\*\* **For those who did not have an Internship 1.** By this week students will have completed OBR Modules assessing knowledge of the Resident Educator Licensure Program, the School Operating Standards, the Professional Development Standards, and the Value-added Progress Dimension | Take over 3 subjects | Collect video consent forms  Complete lesson plans for edTPA unit.  Identify Assessments to be used. |
| 5  9/24 |  |  | Take over 4 subjects and with co-teaching by mentor if needed | Complete Planning Commentary draft |
| 6  10/1 | Supervisor Observation 3  **10/2 Seminar** | Videotaping  Begin Instructional Commentary | Take over 4 subjects | Videotaping  Teach edTPA unit |
| 7  10/8 | Midterm triads held by end of week 8 | Videotaping if needed | Take over Full day of teaching with Mentor support and co-planning. | Videotaping  Teach edTPA unit |
| 8  10/15 | Supervisor Observation 4 | Instructional Commentary  Select Assessment for edTPA | Take over Full day of teaching with Mentor support and co-planning |  |
| 9  10/22 | **10/23 Seminar** | Student Work Samples/Evidence of Feedback  Begin Assessment Commentary | Take over Full day of teaching with Mentor support and co-planning | Complete Instructional Commentary draft |
| 10  10/29 | Mentor Observation 2 | Assessment Commentary  Checkpoint self-analysis submitted to checkpoint assessors. | Take over Full day of teaching with Mentor support and co-planning | Complete Assessment Commentary draft  Checkpoint self-analysis submitted to checkpoint assessors. |
| 11  11/5 | Supervisor Observation 5 | ***Complete edTPA submitted*** | Take over Full day of teaching with Mentor support and co-planning | **edTPA due**  Nov. 7 by midnight to Pearson & Taskstream |
| 12  11/12 | **11/13 Seminar** |  | Take over full day of teaching and planning with mentor giving feed back and approving plans. |  |
| 13  11/19 | Supervisor Observation 6 | Employment portfolio | Take over full day of teaching and planning with mentor giving feed back and approving plans. | **Complete employment** **Portfolio** and submit to TaskStream by 11/25 |
| 14  11/26 | **11/27**  **Seminar** | *Taskstream checkpoint portfolio\**  By this week Students will Complete OBR survey regarding their teacher preparation program. | Take over full day of teaching and planning with mentor giving feed back and approving plans. | Complete OBR survey |
| 15  12/3 | Final triads completed |  | Take over full day of teaching and planning with mentor giving feed back and approving plans. |  |
| Finals  12/10 |  |  |  |  |

**Seminars will meet at:**

**Panera** 18324 Bagley Rd, Middleburg Hts, Oh 44130 from **1:00 to 3:00 PM**

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| **Dates** | **Topic** | **Outcome** |
| August 23 | * Welcome * Planning for the Whole Child * DAP | Context for Learning  DAP Webs for each child |
| September 11 | * Supporting Varied Learning Needs * Differentiation * IEP/504 supports * Using Multi-Modal assessments | Lesson plans show how planned supports relate to lesson objectives and Assessments |
| **October 2**  ***3:00 to 4:30 PM***  ***Stay for edTPA meeting.*** | * Using Knowledge of Child to inform teaching and Learning * Identifying and supporting language development. * Learning an the Brain * Prior Knowledge | Lesson plans show use of children’s prior knowledge and Purposeful repetition as a teaching tool. |
| October 23 | * Understanding Rubric Level Progressions Resource * . edTPA Support * \*Bring your edTPA commentaries to seminar | edTPA due Nov. 7th |
| November 13 | * Effects of Trauma | Incorporate techniques to support students who may have experienced Trauma |
| November 27 | * Semester Wrap Up * Employment Portfolio | Complete Employment Portfolio and student surveys. |

1. **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:

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| 1. **Sign in and out** of placement daily, using schools designated system. |
| 1. Complete the **Intern Attendance Form** daily. (File with Mentor Teacher) |
| 1. Make available the **Intern Attendance Form** during supervisor’s visits. |
| 1. **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. |
| 1. **Arrive early or stay late as required** for preparation and discussions with a mentor teacher. |
| 1. Receive mentor teacher and supervisor’s **advance approval for any anticipated absences**, *See Below for information regarding absences.* |
| 1. **Notify** the mentor teacher, school secretary, and university supervisor of any anticipated absences *See Below for information regarding absences.* |
| 1. **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.* |
| 1. Make-up each excused absence beyond three. *See Below for information regarding absences.* |
| 1. If attendance or punctuality becomes an issue a meeting with the OFS staff will be required to determine next steps. (e.g. more than 3 absences.) Failure to make-up absences may require Intern to withdraw from field experience. **Any intern facing such a possibility should confer with the Office of Field Services.** |

**Absences**

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

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

**Excused absences** - With proper communication to university supervisor and mentor teacher, in extenuating circumstances, interns are permitted up to three (3) excused absences. Each excused absence beyond three must be made-up. *See* ***Personal Leave Policy*** *below for definition of excused absences*. If more than 3 absences occur**, and these absences cannot be made-up,** interns may be required to withdraw from practicum or student teaching.

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

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

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

A. Intern illness

B. Religious Holidays

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

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

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

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

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

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

I. Appointments required by academic programs or educational requirements.

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

K. Moving from one permanent residence to another.

1. Late assignment policy. All assignments are to be submitted by the due date. Late assignments will lead to Arbitration. (See OFS Handbook) Due dates are set by the Supervisor and/or Taskstream Timeline.

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.**

1. 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.
2. 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 can be found in the handbook on the OFS website.

**OFFICE OF FIELD SERVICES PRACTICUM RECORD AND EVALUATION FORM**

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| --- | --- |
| **Intern:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year\_\_\_\_\_\_\_\_ Grade level\_\_\_\_\_\_\_\_**  **Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **ECE**  **451** |

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

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| **ASSIGNMENTS** | | **DESCRIPTION**  **(A SCORE OF “2” IS CONSIDERED PROFICIENT)** | | | | | | **TASKSTREAM**  **DRF** | | **SCORE**  **(0-3)** |
| **Seminar** | | | | | | **NA** | |  |
| **edTPA** | | | | | | **TPA** | |  |
| **Employment Portfolio\*** | | | | | | **LICENSURE** | |  |
| **Child-Initiated Investigation\*** | | | | | | **LICENSURE** | |  |
| \* Denotes SPA Requirements Above | | | | | |  | |  |
| **OBR** | | ***If not completed in Internship 1,*** *Module Quizzes are to be submitted to Manager, Cleveland State* | | | | | | | | |
| **Survey**  **Internship 2**  **(Survey is emailed to student)** | | | **Proof submitted to Supervisor via Taskstream**  *Survey submitted to OBR* | | | | **Student Completed**  **YES NO** | |
| **OBSERVATIONS** | **DATE/TIME** | | **Walk Through OR Observation** | **Taskstream Score**  **Met/ Not Met** | | **LESSON PLAN**  **Completed** | **COMMENTS** | | | |
|  | | OBS | Met Not Met | | Met Not Met |  | | | |
|  | | OBS | Met Not Met | | Met Not Met |  | | | |
|  | | OBS | Met Not Met | | Met Not Met |  | | | |
|  | | OBS | Met Not Met | | Met Not Met |  | | | |
|  | | W/T OBS | Met Not Met | | Met Not Met |  | | | |
|  | | W/T OBS | Met Not Met | | Met Not Met |  | | | |

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| **Midterm triad meeting held on \_\_\_\_\_\_\_\_\_\_** | **Signatures and Consensus scores**  **SCORE (0-3)** |
| Intern midterm CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Intern-** |
| Mentor midterm CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Mentor-** |
| Supervisor midterm CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Supervisor-** |
|  | **Consensus CPAST midterm score \_\_\_\_\_**  **Consensus SPA midterm score \_\_\_\_\_** |
| **Final triad meeting held on \_\_\_\_\_\_\_\_\_\_** | **Signatures and Consensus scores**  **SCORE (0-3)** |
| Intern Final CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Intern-** |
| Mentor CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Mentor-** |
| Supervisor CPAST score \_\_\_\_\_  SPA score \_\_\_\_\_ | **Supervisor-** |
|  | **Consensus CPAST semester score \_\_\_\_\_**  **(40% of total grade)** |
|  | **Consensus SPA semester score \_\_\_\_\_**  **(20% of Total grade)** |
|  | **Assignment and SeminarTotal Score \_\_\_\_\_**  **(40% of Total grade)** |
| *Grade Calculator can be found on OFS website* | **Final Course Score/Grade for Semester**  **\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_** |
| Mentor letter received? Yes or no | Supervisor letter received? Yes or no |
| GRADE KEY   |  |  | | --- | --- | | Grade | Points or % | | A | >2.14 | | A- | 2.13-2.02 | | B+ | 2.01-1.90 | | B | 1.89-1.78 | | B- | 1.77-1.66 | | C+ | 1.65-1.54 | | C | 1.53-1.42 | | D | 1.41-1.30 | | F | 1.29 > | |  |