



The teacher as a responsive, reflective professional: a partner in learning
Professionalism/Inquiry/Contextualism/Partnership

EDM 451 Middle Childhood Internship 2: Teachers as Leaders Syllabus – 10 Credits

Spring 2021 – Sections 901, 902, 903, 904, 905

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I. Course Description

In general clinical settings, students are able to practice appropriate examination, evaluation, and intervention, technical, and communicative skills. Safe, ethical, and legal educational practice occurs under the supervision of clinical instructor(s). Internship II is a structured clinical experience stressing the planning, implementation and evaluation of instructional experiences. Interns spend five full days a week in a school observing and teaching under the direction of a mentor teacher and a university instructor or supervisor. Interns will take on full classroom responsibilities. Internship II student teaching experience is viewed as a critical professional step as individuals mature into the role of independent classroom teacher. The experience is designed to be consequential, formidable, demanding, and satisfying. Students will spend 405 hours in the field in Internship II. 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 college advising office.

Pre-requisites: EDM 441, EDM 442, ETE 353; Minimum GPA of 2.75; Professional GPA of 3.0.

Co-requisite: EDM 452

Field/clinical hours: Daily attendance at field placement to match teacher work hours.

This course meets the requirements for the *Civic Engagement* designation. The internship experience is an experiential learning opportunity that exclusively takes place in a partner school in a local community (Objective 2). While learning to teach by collaborating with a mentor teacher, the intern also provides learning experiences daily to students in grades 4 - 9. The intern's grade is based on an evaluation of the planning, execution, and reflection on the lessons taught during the 15-week experience (Objective 1). As a culminating experience, interns are putting academic topics from various courses in their program into practice daily through their lessons (Objective 3d). Interns are expected to, and evaluated on, respectfully interacting with students of various backgrounds in order to develop a supportive learning community (Objective 3c).

II. **Course Rationale**

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. The field experience is paired with EDM 452 to provide class time to match theoretical understandings to the practice of learning and teaching.

III. **Texts**

There are no texts associated with this course.

IV. **Course Goals and Objectives with assignment alignment**

The student teaching experience provides opportunities for interns 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. the content taught as evidenced through lesson design and teaching observations. A	Observations (form.) Summary Triad	Knowledge of subject matter	Professionalism
2. the pedagogical theories and techniques used to employ the skills listed below. A	Lesson Plan Rationale Reflections	Knowledge of development & learning	Professionalism
3. current educational research supporting “best practices” in teaching, management, and building community. D/A	Observations (form.) Summary Triad	Knowledge of development & learning	Professionalism
4. National, State, and local teaching standards. A	Observations (form.) Summary Triad	Knowledge of subject matter	Contextualism

Skill objective... The Teaching Candidate will:	Course Assessment	CSU Outcome	CSU Framing Principles
1. Use standards to frame/focus lessons and units and explain how the lesson develops the skill or understanding articulated in the standard. A	Observations (form.) Summary Triad	Knowledge of development & learning	Professionalism
2. Design and implement units and lessons that are in line with a middle school philosophy: developmentally appropriate, cross-disciplinary, active, and real world-based. A	Observations (form.) Summary Triad	Knowledge of development & learning	Inquiry Professionalism
3. Design and implement units and lessons that motivate students by connecting the topic to the interests, life experiences or communities of the students. A	Observations (form.) Summary Triad	Instructional Strategies	Professionalism Contextualism
4. Design and implement units and lessons in which students engage in informational literacy. A	Observations (form.) Summary Triad	Instructional Strategies	Professionalism
5. Design and implement units and lessons that develop independent learners, critical thinkers, and problem solvers in an authentic context. A	Observations (form.) Summary Triad	Knowledge of development & learning	Inquiry Professionalism
6. Design and implement lessons that develop, over time, the ability of students to collaborate in their learning. A	Observations (form.) Summary Triad	Knowledge of development & learning	Inquiry Professionalism
7. Design and implement lessons that use a variety and range of instructional technologies in the service of learning. A	Observations (form.) Summary Triad	Communication Technology	Professionalism
8. Design and implement units and lessons that are differentiated based on the range of student needs. A	Observations (form.) Summary Triad	Knowledge of development & learning	Contextualism
9. Design and implement formative and summative assessments for units and lessons. A	Observations (form.) Summary Triad	Communication Technology	Assessment Professionalism

10. Analyzes student assessment data, both individual and group, to determine future instruction and assist struggling learners. A	Observation Reflection Summary Triad	Assessment	Inquiry Professionalism
11. Analyze the impact of lessons taught to grades 4 - 9 students on student learning, with student work as evidence to support reasoning.	Observation Reflection Summary Triad	Assessment	Inquiry Professionalism
12. Effectively collaborate with students, parents, and colleagues to support student learning including communication of student progress. P/D/A	Summary Triad	Learning Environment	Partnership Professionalism
13. Use, and identify in your plans, specific strategies or techniques to create and maintain a community with a variety of students that work together when needed and are safe from harm. P/D/A	Observations Summary Triad	Learning Environment	Contextualism Professionalism

*I=Introduce / P=Practice / D=Deepen / A=Assess

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>

V. Course Requirements

Z) Develop, plan and implement instruction for your mentor’s entire schedule starting in week six of your experience.

Plans should be coordinated and shared with your mentor teacher prior to implementation. In addition to taking over instructional duties, you will participate in all contractual activities of your mentor teacher (parent teacher conferences, staff meetings, 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. This is the crux of the course.

Due: Fifteen weeks of field experience including at least eight weeks of full-load teaching by Friday before finals week.

Y) Complete four learning cycles with your supervisor and two learning cycles with your mentor. A learning cycle entails 1) providing detailed lesson plans for each class you teach to your mentor teacher and university supervisor, with rationale; 2) being observed by your mentor teacher and university supervisor teaching the lesson; 3) analyzing student work to determine extent of student learning; 4) completing a written reflection on the success of the lesson that provides evidence to substantiate your claims; 5) discussing the lesson with your mentor or university supervisor. Please note that one of your learning cycles, generally cycle 2 or 3, is connected with the CSU-PA (see 452 syllabus). Also note that your Supervisor may observe an additional two times as a walk through or as additional cycles if you need more support.

The purpose of this assignment is to provide you with detailed feedback on your development as a teacher as well as provide evidence of your skill in the learning/teaching process.

***Due: Supervisor Learning Cycle 1 – Week 4 or 5 or 6
Supervisor Learning Cycle 2 – Week 7 or 8
Supervisor Learning Cycle 3 – Week 10 or 11 or 12
Supervisor Learning Cycle 4 – Week 13 or 14 or 15***

***Mentor Learning Cycle 1 – Weeks 2 - 7
Mentor Learning Cycle 2 – Weeks 9 - 14***

Plans for each cycle are due 2 – 3 days prior to observation; reflection 48 hours after lesson.

X) Triad Self-Reflection

The purpose of this reflection is to focus on yourself as a professional, so while there is some overlap with your lesson reflections, this is also focusing on your skill sets that support the teaching. This consists of:

- 1) Completing the triad assessment form on yourself for each triad meeting;
- 2) Be ready to justify your assessment with evidence, either the actual evidence or reference to it. It is suggested that you have a written list of your reference points to which to refer.

Due: Bring to Triad meeting

W) Acceptable Use of Technology Review

It is imperative to stay safe online and provide a safe online environment for your students. Every student and teacher in a district are required to follow the acceptable use policy. This policy outlines the guidelines for students and teachers for the acceptable use of technology and online learning. For this assignment you will be required to submit a copy of the student and teacher “acceptable use” policies for the district in which you are teaching along with a less than two-page summary of the expectations outlined in the policies. In addition, as a student, you will also sign a copy of the acceptable use guidelines for Cleveland State University’s College of Education and Human Services.

Due: Submitted to Blackboard by Monday 25 January

Please Note:

1) All assignments are due to your university supervisor for review or evaluation. Please check with your university supervisor as to how she/he wants to coordinate that sharing with you, though most documents will be uploaded to Blackboard/GoReact or Taskstream. An active Taskstream account is required.

2) Learning cycles may need to be video recorded. Please speak with your supervisor as to options. Recording equipment can be borrowed from the Tech Center. You may need to have a flash drive for downloading from recording equipment. Talk with your mentor teacher about whether the school has a video/photo release for the students in any class you record.

Triad Partner Field Roles and Responsibilities

Internship 2 Student	<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 the end of week six, or earlier if mentor and supervisor agree that the intern is ready to do so.• Develops and teaches lessons organized into units.• 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 sessions of EDM 452 during the semester.• Attends additional professional development seminars.• Exhibits dispositions associated with CSU College of Education.• Completes CSU-PA for EDM 452.• Arranges for video recording of lesson to be used with CSU-PA, including supplying media on which to record, if needed.• Completes assessments to meet Ohio Department of Higher Education requirements for new teachers in EDM 452.• Completes all Taskstream Checkpoint 3 requirements at “meets expectation” level of quality.
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Mentor	<ul style="list-style-type: none"> • Is present in the classroom whenever the intern is teaching. • Models effective instructional practices, offers orientation to the classroom, provides materials and advice for intern's lesson plans, fosters intern's independent teaching with minimal co-teaching. • Facilitates intern's participation in duties outside of classroom teaching. • Observes intern and completes two formal observations or learning cycles using CSU forms. These may be summative over a number of observations, or a record of a particular instance of teaching. • Facilitates reflections on experience both informally and by participating 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).
University Supervisor	<ul style="list-style-type: none"> • Provides formative feedback on learning cycles, both in person and in writing uploaded to Taskstream or Blackboard/GoReact. • Observes intern and completes a minimum of four learning cycle formal observations with two walk-through observations. • Video records segments from the project-based unit for the CSU performance assessment, if needed. • Facilitates reflections on experiences, including triad conferences. • Works with mentor teacher and intern to complete a summative evaluation of intern at the end of the semester (Triad meeting). • Reviews all work uploaded to Taskstream or Blackboard/GoReact. • Writes a letter of recommendation at the end of the experience.

VI. Grading criteria

This course is PASS/FAIL

Assignment	Score Options // To Pass:	Submission Method
Mentor Teacher Field Observations (2)	Complete/Incomplete // Must be completed	Mentor emails to supervisor
Supervisor Field Observations/Learning Cycles (4 - 6)	Complete/Incomplete // Observations have evidence of improving practice	Supervisor to Taskstream/Blackboard/GoReact
Triad Self-Assessment (2)	Complete / Incomplete; Must be completed	Bring to Triad meeting; post to Taskstream
Final Triad Assessment (CPAST common and MCE SPA sections combined).	0 – 3 // Overall Score of 2.0 or better, with no rubric row less than 1.0	Supervisor to Taskstream
Acceptable Use of Technology Review	Complete / Incomplete; Must be completed	Uploaded to Blackboard
No dispositional concerns outstanding at end of term	Required	

See calendar for deadlines and due dates

N.B. Not meeting all the requirements above will result in a failing grade for student teaching. A passing grade is required to complete licensure.

Plagiarism and cheating are not acceptable. Instances of either are subject to the university discipline policy and receipt of a failing grade for the course.

VII. Course Policies

A. Attendance/engagement policy.

Students are expected to be in attendance at every class session as sessions often involve student interactions to develop understanding. Additionally, teacher candidates are expected to be modeling professionalism (as noted in “Dispositions”) with regular attendance. Participation in class is expected and a requirement for a passing grade.

B. Late assignment policy.

Assignments are expected on time. Please speak with the professor/supervisor if there are reasons that you cannot meet an assignment deadline in advance of the deadline.

C. 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.

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>.

- D. 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.
- E. 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](#).
 - Call the 24/7 Blackboard Help Desk at 216-687-5050 and select option #2 for Blackboard Support
 - [Chat](#) with a live agent.
- For general information or questions about eLearning, students may contact the Center for eLearning via phone (216-687-3960) or email (elearning@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response. The Center for eLearning operates Monday-Friday from 8 AM until 5 PM.
- Visit the Open Computer Lab – JH 118 – during posted hours.
- F. Grade Dispute. Students who feel that they have received an inappropriate grade for any assignment or for the course have the right to challenge that grade. To challenge a grade, students should:
- a. First, discuss your concerns with the professor. The issue may be as simple as a grading/recording error that is easily corrected, or it may be resolved satisfactorily upon explanation/review with the instructor.
 - b. If you are unable to get satisfactory results with the instructor, the next step is to present your concerns in writing to the Chair of the Department of Teacher Education, Dr. Debbie Jackson, for her review, investigation, and moderation of the dispute.
- You are encouraged to discuss any concerns regarding this course with your supervisor who will make every effort to address these concerns and resolve them.
- G. Email. Speak with your supervisor about their email habits and preferred methods of communication.
- H. The syllabus provides an accurate proposal to meet the learning needs of this class. It is, however, subject to revision at any time depending on needs of the class. **This is particularly true this year due to adjustments necessary to deal with the pandemic; flexibility is key this year and changes may be made quickly. We will give as much advance warning as we can.**

VIII. Bibliography

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IX. Course Outline

CALENDAR OF COURSE ACTIVITIES FOR EDM 451 and EDM 452

**** SUBJECT TO CHANGE ****

Week/Session Date	Session Agenda	Readings/Assignments Due:
Week 1/Tues 12 Jan	Spring Break ~ No session ~	~ Begin field experience ~ Email supervisor on any placement issues
Week 2/Tues 19 Jan	CSU-PA overview Resume, cover letter, philosophy	~ Review CSU-PA rubric (found on Blackboard)
Week 3/Tues 26 Jan	Field Discussion Legal Awareness Knowing your context	~ Employment docs started (resume, cover letter, philosophy)
Week 4/Tues 2 Feb	Meeting with Supervisors	~ Complete teaching reflection #1 ~ First mentor observation
Week 5/Tues 9 Feb	Field Discussion CSU-PA Planning Commentary	~ First learning cycle observation completed by the end of this week
Week 6/Tues 16 Feb	Field Discussion CSU-PA Instruction Commentary	~ Complete teaching reflection #2 ~ Email resume, cover letter, philosophy to seminar instructor
Week 7/ Tues 23 Feb	Field Discussion CSU-PA Assessment Commentary	~ Second learning cycle observation completed by end of this week

Week8/Tues 2 Mar ~ Midterm ~	Meeting with supervisors Technology Share Ticket	~ Formative Triad meeting this week ~ Self-Evaluation for Triad due ~ First-half attendance form to university supervisor
Week 9/Tues 9 Mar	Field Discussion Analysis Activity #1	~ CSU-PA lesson plan ready to share with peer ~ Complete teaching reflection #3 ~ Walk through by supervisor
Week 10/Tues 16 Mar	Field Discussion CSU-PA Work Session	~ CSU-PA planning commentary drafted/completed ~ Second mentor observation
Week 11/Tues 23 Mar	Field Discussion CSU-PA Work Session	~ Third learning cycle observation should happen by end of week ~ CSU-PA instruction commentary drafted/completed
Week 12/Tues 30 Mar	Analysis Activity #2 CSU-PA Work Session	~ CSU-PA assessment commentary drafted to share with peer ~ Complete teaching reflection #4 ~ Work on CSU-PA
Week 13/Tues 6 Apr	Meeting with supervisors	~ CSU-PA due by Tuesday 6 April uploaded to Taskstream
Week 14/Tues 13 Apr	Field Discussion Job Search RESA/Assessment	~ Walk through by supervisor ~ Complete teaching reflection #5
Week 15/Tues 20 Apr	Job Searching OTES/Assessment Clean up	~ Professional Development Plan emailed to seminar instructor

Week 16/Tues 27 Apr	Mock Interviews	~ Fourth learning cycle observation should happen by end of week
Week 17/Tues 4 May	<u>No Session</u>	~ Final summative triad meeting held ~ Self-Evaluation for triad due ~ Attendance form to university supervisor and Taskstream

X.

OFS 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).