

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

**EST 398 CSUteach Apprentice Teaching 1**  
**1 Semester-Hour Credit**  
**Fall 2022**

<b>Instructor:</b>	Marketa Fuller-President	<b>Section:</b>	51, 52, 53, 54, 55, and 56
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<b>Office:</b>	JH 328	<b>Office Hours:</b>	Mondays 9 a.m.-3 p.m. All office hour consultations are virtual, by appointment, and must be confirmed by your instructor before they occur. A Zoom meeting of 30 minutes is assigned for an office hour consultation
	Class Meeting is in Julka 338		
<b>Meeting Times:</b>	Mondays, 4:00 – 4:50		Room: Zoom as given in email or shown on Blackboard

**I. Course Description**

Corequisite: EUT 412, EUT 413 or EUT 416. Must be admitted to the college as a declared major or minor and meet all college GPA standards to be eligible for this course.

This course prepares CSUteach students during Apprentice Teaching 1 (AT1) for student teaching. This course stresses the practical application of theory and research to the planning, delivery, and evaluation of instruction. Students explore the various roles of a teacher and begin formulating a personal philosophy for teaching while working 80 hours in a high school classroom under the direction of a highly qualified mentor teacher and university supervisor.

**II. Course Rationale**

Structured field experience designed to accompany the project-based instruction methods courses EUT 312/313/316. Prepares CSUteach students for Apprentice Teaching 2, student teaching; stresses the practical application of theory and research to the planning and delivery, and evaluation of instruction. Students explore the various roles of a teacher and begin formulating a personal philosophy for teaching while working 80 hours in a virtual high school classroom under the direction of a highly qualified mentor teacher and university supervisor.

**III. Texts**

There are no required texts for this course.

The COVID-19 pandemic is still present and serious. While you are in class on campus, you have the option to have a properly worn mask regardless of vaccination status, always cough or sneeze into your elbow or tissue, and adhere to other public safety protocols and directives for your specific classroom/lab/studio.

**IV. Course Goals and Objectives**

**V. *During this practicum the student will:***

***Knowledge***

1. Develop an understanding of the roles and responsibilities of a secondary ELA/SS/Foreign Language teacher. [Professionalism, Partnership]
2. Develop an appreciation for the importance of the roles of culture, race and gender in mediating classroom and school environments. [Contextualism]
3. Begin to understand the scope and sequence of middle- and high-school humanities courses. [Inquiry, Contextualism]

***Skills***

4. Practice a range of instructional and assessment strategies. [Professionalism]
5. Develop, teach and evaluate a sequence of three lessons incorporating appropriate activities and technologies with one group of students. [Professionalism, Inquiry, Contextualism]
6. Critically reflect on classroom norms and practices. [Inquiry, Contextualism, Partnership]
7. Begin to integrate humanities education theory and practice. [Professionalism, Contextualism]
8. Become skilled in the use of a range of physical materials, manipulatives and educational technology appropriate to a modern secondary humanities classroom. [Contextualism, Professionalism]
9. Gain insights into the implications of a teacher’s beliefs and practices on students and the learning environment. [Contextualism]

**VI. Instructional Strategies/Activities Related to Technology and Diversity**

Students are expected to design lessons that incorporate both technology and diversity. Supervisors and mentors are expected to oversee lessons plans before they are executed, and discuss outcomes of those lessons. Students have ample time in EST 398 to discuss critical events that occur during their field placement experiences.

**Communication Skills\***

Desired Behaviors Demonstrating this Disposition.	
1.	Demonstrate appropriate verbal communication.
2.	Demonstrate appropriate written communication.
3.	Demonstrate a disposition toward inquiry and problem solving.
4.	Work collaboratively with parents, colleagues, and professionals.
5.	Demonstrate consistently positive attitudes toward learning and teaching.
6.	Accept responsibility for decisions and actions.
7.	Establish and maintain mutually respectful interactions.

### Work Ethic\*

Desired Behaviors Demonstrating this Disposition.	
8.	Demonstrate regular attendance.
9.	Demonstrate punctuality.
10.	Complete work in a timely manner.
11.	Demonstrate organizational skills.
12.	Observe all pertinent policies and procedures.

### Professionalism\*

Desired Behaviors Demonstrating this Disposition.	
13.	Demonstrate a commitment to working with children, youth, and their families in developmentally appropriate ways.
14.	Demonstrate an awareness of community, state, national, and world contexts that have an impact on the teaching profession and the learning process.
15.	Treat university faculty/staff, colleagues, parents, and students fairly, equitably, and respectfully.
16.	Accept constructive criticism and adjusts performance accordingly.
17.	Express and demonstrate interest in and enthusiasm for teaching and learning.
18.	Adapt to new and diverse learning situations.
19.	Accept diverse learners and their needs.
20.	Adapt to differences among people including differences of SES, gender, age, ability, sexual orientation, race, ethnicity, religion, language, etc.
21.	Maintain confidentiality about student records unless disclosure serves a professionally compelling purpose or is required by law.
22.	Demonstrate discretion when discussing colleagues, faculty, field sites, and personal information.
23.	Respect the points of view of others.
24.	Develop and explain professional judgments using research-based theory and practice.
25.	Contribute meaningfully and appropriately to discussions by asking questions, giving opinions, and listening to others.
26.	Project an appropriate professional appearance in professional settings.
27.	Project an appropriate professional demeanor in professional settings.
28.	Accept leadership opportunities.
29.	Understand and practice professional ethical standards.

## VII. Course Requirements

### 1. Field Experience (80 hours), Attendance and Participation

You are required to complete 80 virtual hours in the school over the semester, which roughly corresponds to 5.5 hours per week, keeping a consistent schedule each week. **Avoid front-loading hours, as the hours must spread throughout fifteen weeks of the semester. There is no exception to this policy, so please do not arrange hours in a different manner with your**

**cooperating instructor.** Your primary responsibility is to learn as much about being an ELA/SS/Foreign Language, or Science teacher from your mentor teacher as you can, without making yourself a burden on her/him. You should only observe for the first few weeks, then gradually build up to multiple lessons per week. All lessons must be planned in conjunction with your mentor teacher, and lesson plans must be prepared for every lesson you teach. While it may be tempting for you and your mentor teacher to involve you in more than this requirement, it is not advisable to overload.

You are also expected to arrange your schedule so that you are in class for each session at 4:00 until class is dismissed. If there is an absence, early departure or tardy, an email is expected before the start of class. If your absence or tardy is not excused, you may lose your attendance points for that day.

## 2. Teaching Assessments

- i. It is required that your mentor teacher observes you teaching on two different occasions. The first should occur in the first seven weeks and the second in the second seven weeks. Your mentor teacher will complete a CSU observation form. The completed form should be sent to your university supervisor (via Google drive or email.)
  - ii. Your university supervisor will also observe you teaching twice, once each half of the term. Arrange the timing for each lesson and discuss the contents of the lesson with your university supervisor well in advance. The lesson plan is due to the supervisor no less than 48 hours prior to teaching. After each of these two lessons, you must submit a post observation follow-up reflection prior to your post observation conference. The second assessment will be uploaded to Taskstream Checkpoint #2 (Supervisor Observation).
  - iii. A triad meeting at the end of the term is required between you, your university supervisor, and your mentor teacher. It is your responsibility to arrange this meeting and ensure your mentor has the summative assessment form to be filled out in advance. The form will be uploaded to Taskstream Checkpoint #2 (Summative Assessment Triad) by your supervisor. A check-in triad may occur in conjunction with your first supervisor observation.
3. **Critical Incident Guided Reflections.** You will write about critical incidents that occur in your AT1 classroom or via your observation of a classroom, and bring your written notes to seminar for discussion on the days assigned. A critical incident is an event you observed or participated in which caused you to question or think critically about your own practice as a teacher. Over the course of the term you will document two incidents. While classroom management and student behavior issues are very important to you, try to focus on issues associated with teaching and learning.

The format for your notes, the classroom discussion, and your reflection will be:

- **Paragraph One:** What happened? Describe the circumstances leading up to the incident, exactly what happened, and why you think it happened that way.

- **Paragraph Two:** The outcome. Describe what happened as a result of the incident and if the outcome was satisfactory from your perspective.
- **Paragraph Three:** The implications. Discuss what implications this incident and its outcome has for your future teaching career and how this issue will impact your teaching as you progress as a new teacher of mathematics or science.
- **Paragraph Four:** What would you change?
- Week 3: Classroom Management (your observation of your practicum classroom)
- Week 5: Formative Assessment (when is it being done in your classroom)

**4. Lesson Plans**

- a. You are expected to write a complete lesson plan in a format acceptable to both your field supervisor and your mentor teacher for each lesson you instruct. Please consult with your field supervisor in advance to make sure that you understand their expectations and communicate with your mentor teacher regarding this structure as well.
- b. All lesson plans must be uploaded to Taskstream 48 hours in advance of your instruction. Submission after that is tardy and will negatively impact your lesson evaluation. It is also expected as a professional courtesy to allow time for feedback to you from those who will observe you.

**5. EdTPA Assignments – assignment details on Blackboard**

**I. Grading Criteria**

Table indicating all graded components and points/weight/percentages

Assessment Component	Points	Submission Method (Taskstream, Blackboard, Paper)
80 Field Hours, Attendance & Participation	50	Timesheet TaskStream
Mentor Observations (2)	20 ( 10 pts. each)	TaskStream
Supervisor Observations (3)	30 (10 pts. each)	TaskStream
Post-Observation Reflection (2) 1 <sup>st</sup> Supervisor Obs. And 2 <sup>nd</sup> Mentor Teacher Obs.	20 (10 pts. each)	In-Class Discussion
Triad Assessment (1)	15	TaskStream
EdTPA Assignment	150 pts.	TaskStream and Blackboard
Critical Incident Guided Reflections (2)	40 total	Class Discussion/Blackboard
Context for Learning	85	Blackboard
Attendance and Participation	100	In person and via Zoom
<b>Total Points</b>	<b>510</b>	

Scale for converting graded components to a CSU letter grade. For student teaching, which is graded on a pass/fail basis, candidates must earn the equivalent of a B or better to achieve a passing grade.

Grade	A	A-	B+	B	B-	C	D	F
Score	> 93%	90-92%	87-89%	83-86%	80-82%	70-79%	60-69%	>59%

## II. Course Policies

### A. Attendance/engagement policy.

Students are expected to be in attendance at every class session (face-to-face or virtual as the schedule dictates) 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 your supervisor if there are reasons that you cannot meet an assignment deadline in advance of the deadline. Lesson plans when you teach must be to the mentor teacher and supervisor 48 hours in advance of the lesson’s instruction.

### 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 Rhodes Tower West, 210. 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 ([elarning@csuohio.edu](mailto:elarning@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. Professional Dispositions—initial teaching licensure programs only. 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 which you received with your acceptance into your program (also available at <https://www.csuohio.edu/cehs/student-list-professional-dispositions> is your guide).

- G. 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, 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.

### III. Class Meeting Times

Session/ Date	Class Topics	Assignments and Due Dates
Week 1 Session: In Person Mon 29 Aug	Welcome and introductions	~ Sign student expectations and dispositions documents ~ Discuss Field Placements and Syllabus ~ Check in with supervisor and mentor
Week 2 Mon, 5 Sept	Labor Day Holiday	
Week 3 Session: Mon 12 Sept	Discuss EdTPA	<b>Guided Reflection 1 is due</b> in Blackboard by 11:59, Sept. 7
Week 4 Session: Online Mon 19 Sept	Classroom Management What is working in your classroom management practice? What is your style of classroom management? What would you like to see in your future classroom?	~ Begin teaching at least one class this week <b>Complete the Context for Learning for EdTPA (Taskstream)</b> ~ Be prepared for a <b>Discussion:</b> Guided Reflection #1 – Classroom Management
Week 5 Session: Rooms as assigned Mon 26 Sept	<b>Supervisor Session</b>	~ <b>DUE:</b> First mentor and field supervisor observations completed by this week ~ <b>DUE:</b> Written <b>Guided Reflection #2</b> uploaded to Blackboard on Sept. 20 <sup>th</sup> by 11:59 p.m.
Week 6 Session: Room 338 Mon 3 Oct	Data-driven assessment and the need to differentiate 1. How do you assess student work? 2. How do students understand the feedback they receive regarding their work?	~ Increase teaching experience by co-teaching ~ Be prepared for a Discussion: Guided Reflection #2 – Formative Assessment ~ <b>DUE:</b> First supervisor observation report completed by the end of this week
Week 7 Session:	OAEs 1. What are you studying?	~ <b>DUE:</b> <b>Post Observation Reflection #1</b> -discussion



Mon 10 October	2. How do you prepare?	
Week 8 Mon 17 Oct Session: In person	<b>Supervisor Session</b>  Midterm week	At this time you should have the following assignments complete and uploaded to Taskstream or Blackboard. <ul style="list-style-type: none"> <li>▪ Context for Learning</li> <li>▪ Mentor Observation #1</li> <li>▪ Supervisor Observation #1</li> <li>▪ Post Observation Reflection #1</li> <li>▪ Guided Reflection #1 and #2</li> </ul>
Week 9 Session: In Person Mon 24 Oct	Assessment 1. Looking at student work	~ Bring artifacts of student work – one class set of an assignment with some complexity – preferably from a lesson you taught <ul style="list-style-type: none"> <li>- Discuss EdTPA Assignment</li> </ul>
Week 10 Session: In Person Mon 31 Oct	TRIAD Assessment	~Triad Assessment and how to approach this assessment <ul style="list-style-type: none"> <li>- Checkpoint Analysis discussed</li> </ul> ~ <b>DUE:</b> Second mentor observation and field supervisor observations completed by this week
Week 11 Session: In person Mon Nov 7	<b>Discussion</b> “Reaching all students (differentiation)	<b>EdTPA Assignment is due</b>
Week 12 Session: In person Mon 14 Nov	Meet with Karen Lieske, Career Services Headshots Resume Writing Tips Cover Letters	Work on Post-Observation Reflections
Week 13 Session: In Person Mon 21 Nov	<b>Supervisor Session</b>	~ <b>DUE:</b> <b>Post Observation Reflection #2 -discussion</b>
Week 14 Session: In Person Mon 28 Nov	Course Wrap-Up Discussion	~ <b>DUE:</b> TRIAD completed and uploaded

#### **IV. Bibliography**

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- Tomlinson, C. (1999). *The differentiated classroom: Meeting the needs of all learners*. Alexandria, VA: ASCD.
- Tomlinson, C.A. and C.C. Edison. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades 9-12*. Alexandria, VA: ASCD

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<p><b>Planning for CSU TEACH Field Experiences</b>  <b>AYA:</b> 7<sup>th</sup> -12<sup>th</sup> Grades          Secondary Licensures  <b>STEM:</b> Math &amp;          Science  <b>HUMANITIES:</b>          Language Arts, Social          Studies &amp; World          Language</p>			
<p><b>Step 1 (ST1)</b>  <b>Course Numbers:</b>  <b>STEM: EUT 201</b>  <b>Humanities: EUT 202</b>          Placed in 6<sup>th</sup> through 8<sup>th</sup>          grade for <b>18 hours*</b> over          the course of the          semester. Students are          assigned in pairs and are          expected <i>to go together</i>  <i>with partner</i> each week to          the same class.          Attends anytime that          works with their          schedules but must be          consistent time each          week. (Approximately 2          hours/week for 9 weeks)</p>		<p><b>Apprentice Teaching 1 (AT1)</b>  <b>Course Numbers:</b>  <b>Humanities: EST 398</b>  <b>STEM: EST 399</b></p> <p>Minimum of *80 hours          over the course of the 15          week semester.          Must attend a minimum of          once a week for full 15          weeks even if over 80          hours.  <i>Suggested:</i> 5.5          hours/week plus planning          time outside school day.</p> <p><i>*Schedule determined by          Intern, Mentor teacher and          CSU supervisor.</i></p> <p>Fall Only</p>	<p><b>Apprentice Teaching 2 (AT2)</b>  <b>Course Numbers:</b>  <b>Humanities: EST 498</b>  <b>STEM: EST 499</b></p> <p>5 full days/week for 12          weeks*          Follows teacher's          contracted hours plus          planning time outside of          the school day.  <i>Suggested:</i> Do not hold an          additional job outside of          school day.</p> <p><i>*Starts with School          systems return from winter          break not CSU's return          date. 12 weeks does not          include school's spring          break or Year round          school's breaks.</i></p> <p>Spring Only</p>

<p><b>Step 2 (ST2)</b>  <b>Course Numbers:</b>  <b>STEM or Humanities:</b>  <b>EDB 242</b></p> <ul style="list-style-type: none"> <li>Placed in 9<sup>th</sup> through 12<sup>th</sup> grade for <b>18 hours*</b> over the course of the semester. Students are assigned in pairs and are expected <i>to go together with partner</i> each week to the same class.</li> <li>Attends anytime that works with their schedules but must be consistent time each week. (Approximately 2 hours/week for 9 weeks)</li> </ul> <p>Offered in Spring May be taken with EUT 305/306</p>			
<p><b>Classroom Interactions (CI)</b>  <b>Course Numbers:</b>  <b>STEM: EUT 305</b>  <b>Humanities: EUT 306</b></p> <ul style="list-style-type: none"> <li>Placed in 7<sup>th</sup> or 8<sup>th</sup> grade <b>40 hours*</b> over the course of the semester. Students assigned individually.</li> <li>Expected to go to the same class(s) each week. (Approximately 4.5 hours/week for 9 weeks)</li> </ul> <p>Offered in Spring Only</p>			

<p>*Additionally, extra time needed for drive time, which may be up to 30 minutes to/from campus. Allow for parking time when returning to campus.</p> <ul style="list-style-type: none"> <li>Schools accommodate placements between the hours of 8AM and 2PM. Schedule classes accordingly.</li> </ul> <p><b>Apply on CSU, OFS website by the first Friday of the semester for ST1, ST2 and CI experiences.</b></p>		<ul style="list-style-type: none"> <li>AT 1 and AT 2 are designed to be a yearlong experience, both with the same mentor in an <b>urban</b> school district,</li> <li>OAE tests need to be taken before entering AT2 experience. Each test is approximately \$105.</li> <li>Attendance at Co-requisite seminar class is required.</li> </ul> <p><b>Apply on CSU, OFS Website the semester BEFORE the AT 1 &amp; AT 2 experience.</b></p>	
<ul style="list-style-type: none"> <li>Current FBI and BCI background checks are required for all fieldwork; Background checks are good for one year from the issuance date. Cost at CSU is \$60.</li> </ul>			
<p>For Further information please contact the <b>Office Of Field Services</b> 216-687-4616 or by email <a href="mailto:OFSassistant@csuohio.edu">OFSassistant@csuohio.edu</a></p>			

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

## Section Two: Ohio Standards for the Teaching Profession

**1** Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

**2** Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

**3** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety

of diagnostic, formative and summative assessments.

- Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
- Teachers collaborate and communicate student progress with students, parents and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

**4** Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

**5** Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

• Teachers create an environment that is physically and emotionally safe.

- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

**6** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

**7** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

### Directions:

The COVID-19 pandemic is still present and serious. While you are in class on campus, you have the option to have a properly worn mask regardless of vaccination status, always cough or sneeze into your elbow or tissue, and adhere to other public safety protocols and directives for your specific classroom/lab/studio.

This checkpoint self-analysis assignment has three components: the self-assessment summary, the professional growth plan, and the attached key artifact (i.e., the single lesson plan). Directions for each individual component are included below. This self-analysis assignment is aligned to the mentoring process used in year 1 and 2 of the Resident Educator Summative Assessment (RESA) program and based on the Ohio Standards for the Teaching Profession ([https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev\\_TeachingProfession\\_aug10.pdf.aspx](https://education.ohio.gov/getattachment/Topics/Teaching/Educator-Equity/Ohio-s-Educator-Standards/Rev_TeachingProfession_aug10.pdf.aspx)).

**Self-Assessment Summary:** For this component, identify your personal strengths and areas of growth as a pre-service teacher as they relate to the Ohio Standards for the Teaching Profession. You are required to respond to:

- Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning and
- Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.
- You are also required to respond to a third standard of your choice; unless specified by the program. This standard should be different from the standard you chose in your Checkpoint 1 Self-Analysis. Please read through each standard carefully before choosing.

For each of the three standards that you respond to you must identify at least one area of strength and at least one area for growth in your own practice. These areas should be clearly defined and relate to the specific standard. For each area of strength or area for growth, you should provide examples from your practice and your key artifact as well as reference to research and theory from your course work. Our goal is that you focus on a narrower set of standards in a deep way, which is the rationale for three standards.

**Professional Development Plan:** For this component, write goals to address the areas for growth identified in your Self-Assessment Summary. Again, you will respond to standard 3, standard 4, and the third standard that you chose. For each of the three standards that you responded to you must include at least one explicit, observable, and measurable goal. Each goal must be clearly aligned to the standard and to your specific area for growth identified in the Self-Assessment Summary. For each goal, you must identify and describe at least one evidence indicator that you would use to demonstrate whether you have made progress toward your goal over the course or your next field experience (e.g., Internship 2 or Apprentice Teaching 2). For each goal, you must also identify at least one support, resource, or professional development opportunity that would move you toward your goal.

**Key artifact:** Attach the unit plan Taskstream assessment to this self-analysis assessment. You should refer to this artifact throughout your responses as evidence of your areas or strength or areas for growth.

**Template for Self-Analysis Summary:**

Fill out your strengths and areas for growth for Standard 3: Assessment, Standard 4: Instruction, and one other standard of your choice.

Standards	Strengths	Areas for Growth
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<p>Standard 1: Student Learning, Development, and Diversity</p>	<ul style="list-style-type: none"> <li>• Display knowledge of how students learn and of the developmental characteristics of age groups</li> <li>• Understand what students know and are able to do and use this knowledge to meet the needs of all students</li> <li>• Expect that all students will achieve to their full potential</li> <li>• Model respect for students' diverse cultures, language skills and experiences</li> <li>• Recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention</li> </ul>		
<p>Standard 2: Content</p>	<ul style="list-style-type: none"> <li>• Know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction</li> <li>• Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline</li> <li>• Understand school and district curriculum priorities and the Ohio academic content standards</li> <li>• Understand the relationship of knowledge within the discipline to other content areas</li> <li>• Connect content to relevant life experiences and career opportunities</li> </ul>		



<p style="text-align: center;"><b>THIS STANDARD IS REQUIRED</b> Standard 3: Assessment</p>	<ul style="list-style-type: none"> <li>• Knowledge of assessment types</li> <li>• Use of varied diagnostic, formative and summative assessment</li> <li>• Analysis of data to monitor student progress and to plan, differentiate, and modify instruction</li> <li>• Communication of results</li> <li>• Inclusion of student self-assessment and goal-setting</li> </ul>		
<p style="text-align: center;"><b>THIS STANDARD IS REQUIRED</b> Standard 4: Instruction</p>	<ul style="list-style-type: none"> <li>• Alignment to school and district priorities and Ohio Academic Content Standards</li> <li>• Use of student information to plan and deliver instruction</li> <li>• Communication of clear learning goals</li> <li>• Application of knowledge of how students learn to instructional design and delivery</li> <li>• Differentiation of instruction to support learning needs of all students</li> <li>• Use of activities to promote independent and problem solving</li> <li>• Use of varied resources to support learner needs</li> </ul>		
<p>Standard 5: Learning Environment</p>	<ul style="list-style-type: none"> <li>• Treat all students fairly and establish an environment that is respectful, supportive and caring</li> <li>• Create an environment that is physically and emotionally safe</li> <li>• Motivate students to work productively and assume responsibility for their own learning</li> <li>• Create learning situations in which students work</li> </ul>		

	<p>independently, collaboratively and/or as a whole class</p> <ul style="list-style-type: none"> <li>• Maintain an environment that is conducive to learning for all students</li> </ul>		
Standard 6: Collaboration and Communication	<ul style="list-style-type: none"> <li>• Communicate clearly and effectively</li> <li>• Share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health</li> <li>• Collaborate effectively with other teachers, administrators and school and district staff</li> <li>• Collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning</li> </ul>		
Standard 7: Professional Growth	<ul style="list-style-type: none"> <li>• Understand, uphold and follow professional ethics, policies and legal codes of professional conduct</li> <li>• Take responsibility for engaging in continuous, purposeful professional development</li> <li>• Seek opportunities to positively impact teaching quality, school improvements and student achievement</li> </ul>		

**Template for the Professional Growth Plan**

First, describe the progress you have made toward the goals you set last semester. Next, given the area of growth that you indicated in this self-analysis summary, write a new goal for yourself for the upcoming semester. For each goal, identify what evidence you will use at the end of the semester to evaluate your progress and identify what supports you may need to reach that goal.

<p style="text-align: center;"><b><u>Self-Evaluation of Progress Made Toward Checkpoint 1 Self-Analysis Goal</u></b></p> <p>Describe the progress you have made toward reaching the goals you set in the last checkpoint self-analysis. Describe how the evidence indicators demonstrate your growth and how you utilized supports, resources, and professional development.</p>
<p><b>Report of Progress on Goal Associated with Standard 3: Assessment</b></p>
<p><b>Report of Progress on Goal Associated with Standard 4: Instruction</b></p>
<p><b>Report of Progress on Goal Associated with Standard You Chose</b></p>



## Checkpoint 2 Evaluation Rubric Spring 21

	value: 0.00	value: 1.00	value: 2.00	value: 3.00	Score/Level
Standard 3 (Assessment): Area of strength identified	The preservice teacher does not clearly identify at least one area of strength	The preservice teacher identifies an area of strength but describes it in vague and unobservable terms OR The preservice teacher identifies an area of strength that is not clearly related to assessment	The preservice teacher clearly identifies and describes one area of strength related to assessment AND The preservice teacher supports the area with at least one example from their practice or the key artifact	The preservice teacher clearly identifies and describes one area of strength related to assessment AND The preservice teacher supports the area with multiple examples from their practice and the key artifact	
Standard 3 (Assessment): Area for growth identified	The preservice teacher does not clearly identify at least one area for growth related to their assessment	The preservice teacher identifies an area for growth but describes it in vague and unobservable terms OR The preservice teacher identifies an	The preservice teacher clearly identifies and describes one area for growth related to assessment AND The preservice teacher supports the	The preservice teacher clearly identifies and describes one area for growth related to the assessment standard AND The preservice	

		area for growth that is not clearly related to assessment	area with at least one examples from their practice or the key artifact	teacher supports each area with multiple examples from their practice and the key artifact	
Standard 3 (Assessment): Goal statement based on standard	The preservice teacher does not include a goal statement OR The preservice teacher does not include at least one evidence indicator	The preservice teacher includes a goal statement with at least one evidence indicator that is vague or unobservable OR The goal statement is unrelated to assessment OR The preservice teacher includes an evidence indicator that is not related to their stated goal	The preservice teacher includes an explicit goal statement with at least one clearly defined evidence indicator AND The goal statement is clearly related to assessment AND The preservice teacher includes an evidence indicator that is clearly related to their stated goal	The preservice teacher includes an explicit goal statement with at least one clearly defined evidence indicator AND The goal statement is clearly related to the assessment standard AND The preservice teacher includes multiple evidence indicator that are all clearly related to their stated goal	
Standard 3 (Assessment): Supports, resources, and/or	The preservice teacher does not identify any	The preservice teacher identifies but does	The preservice teacher clearly identifies	The preservice teacher clearly identifies	

<p>professional development identified</p>	<p>supports, resources, and/or professional development needed to make progress toward the stated goal</p>	<p>clearly describe one support, resource, or professional development opportunity needed to make progress toward the stated goal OR The preservice teacher identifies one support, resource, or professional development opportunity needed to make progress toward improving assessment, but that support is not clearly related to the stated goal</p>	<p>and describes one support, resource, or professional development opportunity needed to make progress toward the stated goal AND The support identified is clearly related to the stated goal</p>	<p>and describes multiple supports, resources, or professional development opportunities needed to make progress toward the stated goal AND Each of the supports identified is clearly related to the stated goal</p>	
<p>Standard 3 (Assessment): Reference to research and theory</p>	<p>The preservice teacher does not make reference to any research and/or theory</p>	<p>The preservice teacher makes vague references to research and/or theory OR The preservice</p>	<p>The preservice teacher provides at least one reference to research and/or theory that meets academic quality</p>	<p>The preservice teacher provides several references to research and/or theory that meets academic quality</p>	

		<p>teacher refers to research and theory that is not relevant to the areas of strength and areas for growth</p> <p>OR</p> <p>The preservice teacher cites research and/or theory that do not meet academic quality standards</p>	<p>standards and is relevant to the areas of strength and areas for growth</p>	<p>standards and offers unique insight into the areas of strength and areas for growth</p>	
<p>Standard 4 (Instruction): Area of strength identified</p>	<p>The preservice teacher does not clearly identify at least one area of strength</p>	<p>The preservice teacher identifies an area of strength but describes it in vague and unobservable terms</p> <p>OR</p> <p>The preservice teacher identifies an area of strength that is not clearly related to instruction</p>	<p>The preservice teacher clearly identifies and describes one area of strength related to instruction.</p> <p>AND</p> <p>The preservice teacher supports the area with at least one example from their practice or the key artifact</p>	<p>The preservice teacher clearly identifies and describes one area of strength related to the instruction standard</p> <p>AND</p> <p>The preservice teacher supports the area with multiple examples from their practice and</p>	



				the key artifact	
Standard 4 (Instruction): Area for growth identified	The preservice teacher does not clearly identify at least one area for growth related to their instruction	The preservice teacher identifies an area for growth but describes it in vague and unobservable terms OR The preservice teacher identifies an area for growth that is not clearly related to instruction	The preservice teacher clearly identifies and describes one area for growth related to instruction AND The preservice teacher supports the area with at least one example from their practice or the key artifact	The preservice teacher clearly identifies and describes one area for growth related to instruction AND The preservice teacher supports each area with multiple examples from their practice and the key artifact	
Standard 4 (Instruction): Goal statement based on standard	The preservice teacher does not include a goal statement OR The preservice teacher does not include at least one evidence indicator	The preservice teacher includes a goal statement with at least one evidence indicator that is vague or unobservable OR The goal statement is unrelated to instruction OR The	The preservice teacher includes an explicit goal statement with at least one clearly defined evidence indicator AND The goal statement is clearly related to instruction AND The preservice teacher	The preservice teacher includes an explicit goal statement with at least one clearly defined evidence indicator AND The goal statement is clearly related to the instruction standard AND The	

		preservice teacher includes an evidence indicator that is not related to their stated goal	includes an evidence indicator that is clearly related to their stated goal	preservice teacher includes multiple evidence indicators that are all clearly related to their stated goal	
Standard 4 (Instruction): Supports, resources, and/or professional development identified	The preservice teacher does not identify any supports, resources, and/or professional development needed to make progress toward the stated goal	The preservice teacher identifies but does not clearly describe one support, resource, or professional development opportunity needed to make progress toward the stated goal OR The preservice teacher identifies one support, resource, or professional development opportunity needed to make progress toward improving their instruction, but that	The preservice teacher clearly identifies and describes one support, resource, or professional development opportunity needed to make progress toward the stated goal AND The support identified is clearly related to the stated goal	The preservice teacher clearly identifies and describes multiple supports, resources, or professional development opportunities needed to make progress toward the stated goal AND Each of the supports identified is clearly related to the stated goal	

		support is not clearly related to the stated goal			
Standard 4 (Instruction): Reference to research and theory	The preservice teacher does not make reference to any research and/or theory	The preservice teacher makes vague references to research and/or theory OR The preservice teacher refers to research and theory that is not relevant to the areas of strength and areas for growth OR The preservice teacher cites research and/or theory that do not meet academic quality standards	The preservice teacher provides at least one reference to research and/or theory that meets academic quality standards and is relevant to the areas of strength and areas for growth	The preservice teacher provides several references to research and/or theory that meets academic quality standards and offers unique insight into the areas of strength and areas for growth	
Standard Chosen by the Preservice Teacher: Area of	The preservice teacher does not clearly identify at least one	The preservice teacher identifies an area of strength but describes it	The preservice teacher clearly identifies and describes	The preservice teacher clearly identifies and describes	

strength identified	area of strength	in vague and unobservable terms OR The preservice teacher identifies an area of strength that is not clearly related to the standard	one area of strength related to this standard. AND The preservice teacher supports the area with at least one example from their practice or the key artifact	one area of strength related to this standard AND The preservice teacher supports each area with multiple examples from their practice and the key artifact	
Standard Chosen by the Preservice Teacher: Area for growth identified	The preservice teacher does not clearly identify at least one area for growth related to this standard	The preservice teacher identifies an area for growth but describes it in vague and unobservable terms OR The preservice teacher identifies an area for growth that is not clearly related to the standard	The preservice teacher clearly identifies and describes one area for growth related to this standard AND The preservice teacher supports the area with at least one example from their practice or the key artifact	The preservice teacher clearly identifies and describes one area for growth related to this standard AND The preservice teacher supports each area with multiple examples from their practice and the key artifact	
Standard Chosen by the Preservice Teacher:	The preservice teacher does not include a	The preservice teacher includes a goal	The preservice teacher includes an explicit goal	The preservice teacher includes an explicit goal	

<p>Goal statement based on standard</p>	<p>goal statement OR The preservice teacher does not include at least one evidence indicator</p>	<p>statement with at least one evidence indicator that is vague or unobservable OR The goal statement is unrelated to the standard OR The preservice teacher includes an evidence indicator that is not related to their stated goal</p>	<p>statement with at least one clearly defined evidence indicator AND The goal statement is clearly related to the standard AND The preservice teacher includes an evidence indicator that is clearly related to their stated goal</p>	<p>statement with at least one clearly defined evidence indicator AND The goal statement is clearly related to the standard AND The preservice teacher includes multiple evidence indicators that are all clearly related to their stated goal</p>	
<p>Standard Chosen by the Preservice Teacher: Supports, resources, and/or professional development identified</p>	<p>The preservice teacher does not identify any supports, resources, and/or professional development needed to make progress toward the standard</p>	<p>The preservice teacher identifies but does not clearly describe one support, resource, or professional development opportunity needed to make progress toward the stated goal OR The preservice teacher</p>	<p>The preservice teacher clearly identifies and describes one support, resource, or professional development opportunity needed to make progress toward the stated goal AND The support identified is</p>	<p>The preservice teacher clearly identifies and describes multiple supports, resources, or professional development opportunities needed to make progress toward the stated goal AND</p>	

		identifies one support, resource, or professional development opportunity needed to make progress toward the standard, but that support is not clearly related to the stated goal	clearly related to the stated goal	Each of the supports identified is clearly related to the stated goal	
Standard Chosen by the Preservice Teacher: Reference to research and theory	The preservice teacher does not make reference to any research and/or theory	The preservice teacher makes vague references to research and/or theory OR The preservice teacher refers to research and theory that is not relevant to the areas of strength and areas for growth OR The preservice teacher cites research and/or	The preservice teacher provides at least one reference to research and/or theory that meets academic quality standards and is relevant to the areas of strength and areas for growth	The preservice teacher provides several references to research and/or theory that meets academic quality standards and offers unique insight into the areas of strength and areas for growth	

		theory that do not meet academic quality standards.			

## EdTPA Lesson Assignment: Humanities

Directions: Find a lesson that you created and really like. Using that lesson as a foundation, your new task is to create an additional lesson that is a continuation of the chosen lesson. It can be a lesson that you created and taught this semester as well. Your new lesson is to have the following:

Your Name		Grade level	12th
Date Lesson Taught		Subject Area	English

### Cultural Criticism

<b>Objectives/ Learning Targets</b>	Students will be able to complete the assignments on cultural criticism with complete accuracy and understanding of the content.
<b>Standards and/or Competencies</b> List all standards (in their entirety) and/or competencies used for this lesson here.	
<b>Academic Language &amp; Vocabulary</b> (include vocabulary and definitions)	
<b>Materials Needed</b> (complete list of instructional materials)	

<p><b>Procedure</b> Outline your lesson here with specific instructional strategies. Introduction, Middle and Conclusion <b>Include times.</b></p>	<p>You and Mentor do: (A minimum of five steps)</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Students do: (A minimum of five steps)</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Differentiation Strategies</b> Address needs of groups and individuals as needed (At least three)</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>Assessment</b> How will you assess student learning for this specific lesson? (At least one of each) (Pre- Assessment, Formative assessing and Post Assessment)</p>	<p>Pre-Assessment Formative Assessment:  Post Assessment .</p>	
<p><b>Rationale Including Knowledge of Students and Before &amp; After the Lesson</b></p> <p>Why are you teaching this? Explain the importance of the lesson, what the students will learn and why you want them to learn this.</p> <p>What came before this lesson? How does this lesson connect to previous lessons?</p> <p>How does this lesson connect to the next lessons?</p>		
<p><b>Engagement Strategies</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	



<p>How does this lesson engage students and help them achieve the goal of the lesson? How will you measure their engagement and time on task?</p>	
<p><b>Research and Theory</b> What research or theory have you applied in the writing of this lesson?</p>	

Additionally, please examine your lesson and answer the following questions regarding your lesson in two to four sentences:

1. Do you make connections to prior student learning or experience to improve learning in the delivery of this lesson?
2. Did you use feedback from the first lesson in the creation of, delivery of, or evaluation of this lesson? If so, what was the outcome?
3. Did you accommodate a minimum of three learning styles? If so, what are they and how did you do that?
4. Did you facilitate at least three interactions between students to deepen their learning with one another? What were they?
5. Did you make students select evidence to validate their position on a topic? What were the instructions that helped them to accomplish this goal?