**EST 371**



The teacher as a responsive, reflective professional: a partner in learning

 Professionalism/Inquiry/Contextualism /Partnership

**EST 371 - Practicum: Middle Childhood Education**

**Fall 2017**

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| **Instructor:** | **Anne Price** |  | **Email:** | **a.e.price@csuohio.edu** |
| **Phone:** | **216-802-3043** |  | **Office Hours:** | **Monday – Friday, 8-5, by appt.** |
| **Office:** | **JH 187** |  | **Room:** | **Field site** |
| **Meeting Times:** | **Field hours, varied** |  |  |  |

1. **Course Description**

Structured field experience designed to accompany specific methods courses and to prepare Middle Childhood Education majors for student teaching; stresses practical application of methods and theory with emphasis on the various roles of a teacher. Students begin formulating a personal philosophy for teaching while working four half-days per week in an upper elementary, middle-, or junior-high school classroom under the direction of a cooperating teacher and a university supervisor; includes seminar.

1. **Course Rationale**

This is the required practicum course for middle grades licensure. As a co-requisite for this course, candidates take a content methods course in each of two selected content areas (EDM 313, EDM 315, EDM 316, and EDM 317).

1. **Texts**

There is no required text for this course.

1. **Course Goals and Objectives [Associated assessment is in brackets]**

Practicum is the first step in providing you with specific opportunities to develop and apply the skills and knowledge you have accumulated during your educational courses and earlier field experiences. ***To demonstrate your progress and prowess in becoming a responsive, reflective practitioner you will:***

1. Design and implement lessons that meet the needs and developmental levels of middle childhood learners. *[Student Profiles]*
2. Identify student’s prior knowledge, abilities and cultural background and use this knowledge to motivate students.*[Student Profiles]*
3. Design and implement lessons that use content knowledge and content-specific instructional strategies to teach the central concepts and skills of the discipline connected to real-life experiences and careers. *[Teaching/Learning Cycle; Teacher Work Sample]*
4. Design and implement lessons that differentiate to meet the needs of gifted students, students with disabilities and at risk students to design appropriate instruction. *[Teaching/Learning Cycle; Teacher Work Sample]*
5. Design and implement activities that develop thinking, independent learning, and problem solving. *[Teaching/Learning Cycle; Teacher Work Sample]*
6. Design and implement activities that develop skills of students in working collectively and independently to learn, reflect and assume responsibility for their learning. *[Teaching/Learning Cycle; Teacher Work Sample]*
7. Use school and district curriculum priorities and the Ohio Academic Content Standards to guide lesson planning and inform students of such. *[Teaching/Learning Cycle; Teacher Work Sample]*
8. Effectively communicate with students about learning goals, learning progress and assessments. *[Teaching/Learning Cycle; Teacher Work Sample]*
9. Provide resources and access to technology in the service of learning. *[Teaching/Learning Cycle; Teacher Work Sample]*
10. Know and selectively use a variety of diagnostic, formative and summative assessments to generate appropriate data. *[Teaching/Learning Cycle; Teacher Work Sample]*
11. Collaborate and communicate with mentor teacher in analysis of student-generated data to determine student progress and inform future instruction as well as self-reflection. *[Teaching/Learning Cycle; Teacher Work Sample]*
12. Collaborate with parents and school staff to promote student learning. *[Triad Summative Assessment]*
13. Model respect for students’ diverse cultures, language skills, abilities and experiences. *[Triad Summative Assessment]*
14. Maintain the safe cognitive, social, emotional and physical climate created by the mentor teacher by treating the students respectfully and supporting them in being successful learners. *[Triad Summative Assessment]*
15. Maintain a professional demeanor including following school policies, making ethical decisions, abiding by legal mandates, and continuous professional development. *[Instructional Video]*
16. Know about the Resident Educator License, School Operating Standards, Teacher Professional Development Standards, and Value-Added Progress. *[Modules/Seminar Sessions]*

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

In keeping with CSU’s commitment to prepare effective urban educators, middle level teacher candidates are required to complete at least one major field experience (practicum or student teaching) in a city designated by the Ohio Department of Education as “urban.” Additionally, middle level teacher candidates are expected to “demonstrate their understanding of the implications of diversity on the development of young adolescents by implementing curriculum and instruction that is responsive to students’ histories, language/dialects and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents” (AMLE Standard 1). Candidates are assessed on their effective use of technology in each formal observation, provided the placement classroom has technologies in place.

1. **Course Requirements**
	1. ***Field Requirements***
* Practicum candidates complete 240 hours in a middle grades (4-9) classroom, with at least 180 hours in direct contact with students. These hours are composed of four hours per day, four days per week, for the entire 15-week semester. The classroom placement will be in one of the candidate’s two content area concentrations.
* Candidates are expected to attend five seminars throughout the semester with their university supervisor.
* ***Candidates are expected to observe, assist, co-teach with the mentor teacher*** ***and teach independent lessons*** to complete the assignments listed below. Candidates will be observed a total of four times in the classroom by the CSU supervisor and two times by the mentor teacher. ***For each observation, the candidate must provide a full lesson plan 48 hours in advance of teaching.***
* 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. The CPAST form will be used to calculate scores.
	1. ***Assignments/Assessments***

Practicum candidates will complete each of the following written assignments in addition to their teaching responsibilities. Since candidates are completing two methods courses as co-requisites, they are encouraged wherever possible to implement lessons or activities produced in EDM 313, 315, 316 or 317. Even though some assignments will be evaluated in TaskStream as part of the methods course, the implementation of the plans may be evaluated as part of practicum.

* ***Context for Learning* -** The Context for Learning Information form is provided in the OFS Taskstream. This DRF form provides essential information about your children and your school/classroom.
* ***Student Profiles: Students as Learners.*** This assignment occurs early on in your practicum while you are still mostly observing in your classroom. You should choose three students, in consultation with the mentor teacher, one each with the following characteristic: struggling, highly capable, and average. You will observe and take anecdotal notes on how they learn and interact in the classroom. You will observe the following situations: 1) learning two of the core subjects; 2) learning in a non-core subject; 3) participating in a social, non-academic setting (lunch, recess, free time). Your study will result in a summary of each student as a learner and suggestions of how you as a teacher would support that student to grow.
* ***Teaching/Learning Cycles.* (Observations)**You will teach at least two lessons with your mentor teacher, one of which you take the lead on planning. Then you will create and deliver (a minimum of) three additional lessons that are focused, coherent, meet state standards and include formative assessments. For each of the lessons you will analyze the work the students complete as evidence of learning. One of the lessons must include differentiated learning plans specific to the class you are teaching and an explanation of that differentiation. One of the lessons must include inquiry as an approach. This teaching should occur in the first part of your practicum and is a stepping-stone to the Unit Plan Instruction and Assessment assignment.
* ***Instructional Videotaping.*** For this assignment, you will video record yourself teaching a lesson, edit the video to produce a short clip illustrating your use of an instructional strategy that worked effectively, and reflect on how this strategy was effective. Your reflection will be either a voice-over or text-over in the video clip. You will point strategies you used, why you chose that strategy, your analysis of how it worked and students reacted, and suggested changes. ***NOTE:*** Because of privacy issues, you may *not* videotape the students in your classroom, but rather, you will videotape yourself teaching them. In this way, the viewer can see you teach your lesson (this is all about you) and hear your thinking as well as your response after the lesson. **This video will be uploaded to TaskStream as an example of your ability to use technology.**
* ***Teacher Work Sample.*** Occurring in the latter part of your practicum this assignment is a practice for student teaching where you plan for, and take over the class for, multiple days. You will coordinate with your mentor teacher as to what standards should be covered. The teaching should last at least four days. You will provide a written overview and rationale of these lessons as well as detailed lesson plans including copies of all worksheets or student materials and identification of resources used. Technology must be used in the service of learning at least once. You will also summarize and analyze student work as evidence of what learning occurred because of your lessons. Formative and summative assessments must be included as well as plans for meeting differentiation needs of the students. Your University Supervisor should observe one of these lessons. It is highly suggested that these lessons come from the unit that you design for one of your specialty methods courses. This assignment is where you are bringing together all your knowledge and skills of teaching. In addition to being a practice for the actual work of being a teacher, organizing your thinking and writing about your teaching prepares you for the work of student teaching, passing edTPA next term and successfully completing the Ohio Resident Educator program.
* ***Tri-Ad Assessment.*** The university supervisor and mentor teacher will evaluate the candidate at the 7-week and 14-week mark in Four Domains: A) Organizing content knowledge for student learning; B) Enhancing the learning environment; C) Teaching for student learning; and D) Professionalism.
* ***OBR Modules.*** The Ohio Board of Regents requires candidates to have knowledge of the following: Resident Educator License, School Operating Standards, Teacher Professional Development Standards, and Value-Added Progress. Candidates will complete either on-line modules or seminar sessions on these topics.
* ***In addition to these written assignments****,* ***candidates intending to student teach next semester must complete and satisfy the criteria for TaskStream Checkpoint 2 portfolio to be eligible for student teaching. For complete guidelines, refer to the TaskStream handbook and template, or contact the Associate Dean of Academic Programs.***
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.

Scale for converting Taskstream graded components to a letter grade.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Points or% |  | Description | % OF FINAL GRADE |
| A | >2.14 | Assignments | 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 > |

**ASSIGNMENTS MUST BE SUBMITED THROUGH TASKSTREAM IN THE OFS DRF or PROGRAM AREA**

1. **Course Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week(s)** | **Seminar** **Topic** | **Activity/Assignment****(TaskStream requirements marked with an \*)** | **Due**  |
| **1** |  | During the first few weeks of practicum (depending upon your mentor teacher’s schedule), you should just observe the classroom in which you were placed. How does the teacher engage students? How do students respond? How long is each lesson? Do you think the students understood the lesson when it was over? As you make notes on what you observed, write down questions you’d like to ask your mentor teacher. Try to meet each day so that you can get information as you learn the structure and procedures of that classroom. | Start practicum. |
| **2** | Context for Learning Observing students | Gather data - Student Profile: Students as LearnersContext for Learning |  |
| **3** |  | Gather data - Student Profile: Students as LearnersCo-teach lesson with Mentor TeacherSupervisor Observation 1 | **Co-taught** **Lesson plan** |
| **4** |  | Gather data - Student Profile: Students as LearnersPlan and co-teach second lesson with MentorBy 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 in preparation for Seminar discussions. |  |
| **5** | Engaging Students & Managing a Classroom | Classroom Engagement Plan (in-class) | **Student Profile** |
| **6** |  | Teaching/Learning Cycle Solo lesson 1Supervisor Observation 2(Videotape this lesson or next) | **Tchg/Lrng****Solo Lesson 1** |
| **7** |  | Teaching/Learning Cycle Solo lesson 2(Videotape lesson)Mentor Observation 1Unpack lesson with Mentor | **Tchg/Lrng****Solo Lesson 2** |
| **8** | Analyzing teaching Adding commentary to video | *Instructional Videotaping\**Midterm triad: Student, Supervisor, Mentor |  |
| **9** |  | Teaching/Learning Cycle Solo lesson 3Supervisor Observation 3 | **Tchg/Lrng****Solo Lesson 3** |
| **10** | Analysis of student work from solo lesson 3 |  | **Instructional****Videotape to****Taskstream** |
| **11** |  | Unit Plan Instruction and Assessment Supervisor Observation 4 | **Unit Plan plans to mentor & supervisor** |
| **12** |  | See Week 11 activities |  |
| **13** | Final Check of Practicum To Do’s | *\*TaskStream Checkpoint Portfolio* & (TaskStream summative checkpoint self-assessment) | **Unit Plan complete with reflections to supervisor** |
| **14** |  | Final triad: Student, Supervisor, Mentor |  |
| **15** |  |  | **Thank you to mentor teacher** |

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:

|  |  |
| --- | --- |
| 1 | **Sign in and out** of placement daily, using schools designated system. |
| 2 | Complete the **Intern Attendance Form** daily. (File with Mentor Teacher) |
| 3 | Make available the **Intern Attendance Form** during supervisor’s visits.  |
| 4 | **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. |
| 5 | **Arrive early or stay late as required** for preparation and discussions with a mentor teacher. |
| 6 | Receive mentor teacher and supervisor’s **advance approval for any anticipated absences**, *See Below for information regarding absences.*  |
| 7 | **Notify** the mentor teacher, school secretary, and university supervisor of any anticipated absences *See Below for information regarding absences.* |
| 8 | **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.* |
| 9 | Make-up each excused absence beyond three. *See Below for information regarding absences.* |
| 10 | Attend a concern conference, if attendance or punctuality becomes an issue. (e.g. more than 3 absences.) Failure to make-up absences may require Intern to withdraw from field experience. **Any intern facing such a possibility should confer with the Office of Field Services.** |

**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.
2. Professionalism. As a middle level teacher candidate, it is your responsibility to look and act professionally during your field experience. You are not only representing the best of yourself, but also your university and program. *Here’s what’s important to remember*: 1) you arrive on time (early wouldn’t hurt), fully prepared for that day’s lesson(s). 2) You dress professionally and present yourself to your mentor teacher and students *as a professional teacher*, *not a friend*. 3) You pay your dues and assist your mentor teacher in any job s/he asks you to do, within reason. (We have all spent some portion of practicum at the copy machine, but you are in an actual, working classroom for four days a week, so relax, observe and take notes if you don’t teach immediately). 4) Finally, professionalism encompasses many areas, including dispositions, courtesy, attendance and punctuality, initiative, fulfillment of responsibilities, ethical behavior, and protection of student confidentiality, among others. 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 your continuation in the program.***
3. Ethics. Cleveland State requires you 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.
4. Ethical and Responsible Technology Use. You 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, you are responsible for learning and following the technology policies and procedures of the district in which you are placed.***The application of these policies includes, but is not limited to, any of the following:
	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 most of our personal communication, you must consult with your mentor teacher (early on in your placement) about any school or district policies pertaining to cell phone usage in the school. Once you’ve established that, ask you mentor teacher to advise you about what s/he considers to be acceptable professional use.***

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. 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, are 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>.

1. 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.
2. 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) or Brian Yusko (875-9774; b.yusko@csuohio.edu)
3. 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 which you received with your acceptance into your program is also available on the OFS website.
4. **Bibliography:** The middle childhood committee has prepared the following bibliography for you so that you can expand and expound upon your theoretical knowledge as it applies to middle school.

 Armstrong, T. (2009). *Multiple intelligences in the classroom.* Assoc. for Supervision & Curriculum Development; 3rd edition (2009)

 Ayers, W. (reprint 1998). *Teaching for social justice: A democracy in education reader*.

 New York: The New Press.

 Ayers, W. and Tanner, R.A. (reprint 2010). *To teach: The journey, in comics.*

 Canestrari, A. S. and Marlowe, B. A. (eds). (2012). *Educational foundations: An anthology of critical readings.* Third edition.Thousand Oaks, CA: Sage Publications.

 Dewey, J. (reprint 2012). *Democracy in education*. Hollywood, FL: Simon & Brown.

 Dewey, J. (reprint 1991). *The school and society* and *The child and the curriculum.* Chicago, IL: Centennial Publication of the University of Chicago Press.

 Donovan, L. and Pascale, L. (2012). *Integrating the arts across the content.* Huntington Beach, CA: Shell Education Publishing.

 Esquith, R. (reprint 2007). *Teach like your hair’s on fire: The methods and madness inside Room 56.* New York: Viking/Penguin Group.

 Esquith, R. (reprint 2013). *Real talk for real teachers: Advice for teachers from rookies to Veterans: “No retreat, no surrender!”* New York: Viking/Penguin Group.

Kozol, J. (reprint 2012). *Savage inequalities: Children in American schools*. New York: Broadway Books

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

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| **Intern:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year\_\_\_\_\_\_\_\_\_\_\_ Grade level\_\_\_\_\_\_\_\_** **Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **EST** **371** |

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.***

|  |  |  |
| --- | --- | --- |
| **DESCRIPTION****(A SCORE OF “2” IS CONSIDERED PROFICIENT)** | **TASKSTREAM****DRF** | **SCORE****(0-3)** |
| **Context for Learning** | **OFS** |  |
| **Student Profiles: Students as Learners** | **OFS** |  |
| **Modified Teacher Work Sample\*** | **LICENSURE** |  |
| **Instructional Video Taping\*** | **LICENSURE** |  |
| \* Denotes SPA Requirements Above |  |  |
| **4 OBR MODULE Quizzes** (PRACTICUM)Taskstream OFS DRF | **All OBR module quizzes submit to**Manager, Cleveland State***\*\*****OBR Modules are not scored by supervisor* | **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 |  |

|  |  |
| --- | --- |
| **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 Total 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 |
| ASSIGNMENTS 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 > |

 | OBSERVATIONS AND FINAL GRADE KEY

|  |  |
| --- | --- |
| Grade | Points or% |
| A | >1.64 |
| A- | 1.63-1.52 |
| B+ | 1.51-1.40 |
| B | 1.39-1.28 |
| B- | 1.27-1.16 |
| C+ | 1.15-1.04 |
| C | 1.03-0.92 |
| D | 0.91-0.80 |
| F | 0.79> |

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