

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 2020

Instructor:	Marketa Fuller-President	Section:	51 and 52
Phone:	216-687-4585	Email:	m.fullerpresident@csuohio.edu
Office:	JH 328	Office Hours:	Mondays 7 a.m.-11 a.m., Wednesdays 7 a.m.-9 a.m., All office hour consultations are by appointment only and must be confirmed by your instructor before they occur. A Zoom meeting of 30 minutes is assigned for an office hour consultation
Meeting Times:	Mondays, 4:00 – 4:50		Room: Zoom as given in email or shown on Blackboard. No text is required for this course.

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).

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, or AP2. 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. Course Goals and Objectives

IV. 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]

V. 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, as well as, 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.

VI. Course Requirements

1. Field Experience (80 hours)

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.** While engaged virtually in the classroom, you should observe at least two different groups of students, and eventually teach one group of students. Your primary responsibility is to learn as much about being an ELA/SS/Foreign Language, 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.

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. **Complete online modules via Taskstream.** There are four modules to be completed online: Informational, Professional Development Standards, School Operating Standards and Value Added.
 4. **Guided Reflections.** You will write about critical incidents that occur in your AT1 classroom or via your observation of a classroom on GoReact or in person, and bring your written notes to seminar for discussion. 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 four 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 is:

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?

I. Grading Criteria

Table indicating all graded components and points/weight/percentages

Assessment Component	Points	Submission Method (Taskstream, Blackboard, Paper)
80 Field Hours	15	Timesheet TaskStream
Mentor Observations (2)	10	TaskStream
Supervisor Observations (2)	10	TaskStream
Post-Observation Reflection (2)	10	Supervisor
Triad Assessment (1)	15	TaskStream
TaskStream Modules	5	TaskStream
Critical Incidents Reflections (5)	25	Class Discussion/Blackboard
Attendance and Participation	10	Instructor

Total Points	100	
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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 48 hours in advance.

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 GoReact you should contact Sharyn Turner at s.e.morgan@csuohio.edu or 216-687-4719. 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). 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. **Professionalism.** CSU interns are considered members of the school team, not visitors, and are to act professional at all times. Professionalism encompasses many areas of behavior, including dispositions, courtesy, attendance and punctuality, appearance, initiative, fulfillment of responsibilities, ethical behavior, and protection of student confidentiality in both in-person **AND** virtual educational settings. For complete guidelines on professional behavior, refer to the Office of Field Services Handbook. **Failure to demonstrate professional behavior at any point in the experience may jeopardize an intern’s continuation in his/her program.**
- G. **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).
- H. **Professional Boundaries.** All CSU interns are required to adhere to professional teacher boundaries. Boundaries in the teaching profession tend to be more stringent than in most fields. Never sign-in/login using a mentor teacher’s credentials, seek technical support with your district and/or CSU as needed. What can be considered “helping” in some fields may be considered out of bounds when done by teachers. See the OFS Handbook for more detailed information.
- I. **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: Online Mon 24 Aug	Welcome and introductions	~ Sign student expectations and dispositions documents ~ Discuss Virtual Field Placements ~ Check in with supervisor and mentor
Week 2 Session: Online Mon 30 Aug	OBR Modules. Zoom Meeting 4:00	~Start OBR Modules #1, #2, #3 (found in TaskStream) ~Review schedule with supervisor
Week 3 Session: Mon 7 Sept	Labor Day Holiday	
Week 4 Session: Online Mon 14 Sept	Classroom Management	~ Begin teaching at least one class this week ~ Be prepared for a Discussion: Guided Reflection #1 – Classroom Management ~ DUE: OBR Modules completed in TaskStream
Week 5 Session: Online Mon 21 Sept	Supervisor Session 1	~ DUE: First Mentor and 1 st Supervisor observations completed by this week ~ DUE: Written Guided Reflection #1 uploaded to Blackboard
Week 6 Session: Online Mon 28 Sept	Data-driven assessment and the need to differentiate	~ Increase teaching experience by co-teaching ~ Be prepared for a Discussion: Guided Reflection #2 – Formative Assessment ~ DUE: First supervisor observation report completed by the end of this week
Week 7 Session: Online Mon 5 Oct	What is the EdTPA?	~ Understanding the edTPA assessment ~ DUE: Post Observation Reflection uploaded to Blackboard ~ DUE: Guided Reflection #2 uploaded to Blackboard

Week 8 Mon 12 Oct	Supervisor Session 2 Midterm week	At this time, you should have the following assignments complete and uploaded to Taskstream or Blackboard: <ul style="list-style-type: none"> ▪ OBR Modules ▪ Context for Learning ▪ Mentor Observation #2 ▪ Supervisor Observation #2 ▪ Post Observation Reflection #1 ▪ Guided Reflection #1, #2
Week 9 Session: online Mon 19 Oct	Assessment Looking at student work	~ Bring artifacts of student work – one class set of an assignment with some complexity – preferably from a lesson you taught ~ Be prepared for a Discussion: Guided Reflection #3 – Reaching all students (differentiation)
Week 10 Session: Online Mon 26 Oct	TRIAD Assessment	~Triad Assessment and how to approach this assessment ~ DUE: Guided Reflection #3 uploaded to Blackboard ~ DUE: Second mentor observation completed by this week
Week 11 Session: Mon 2 Nov	Online meeting	~Be prepared for a Discussion: Guided Reflection #4 – Reaching all students
Week 12 Session: Online Mon 9 Nov	Online Meeting	~ DUE: Guided Reflection # 4 uploaded to Blackboard ~ DUE: Second university supervisor observation completed by this week
Week 13 Session: Online Mon 16 Nov	Supervisor Session 3	~ DUE: Post Observation Reflection #2
Week 14 Session: Online Mon 23 Nov	Zoom Meeting 4:00	~DUE: TRIAD completed and uploaded
Week 15 Session: live Tues 1 Dec	Final Class Session	All assignments are due and uploaded to TaskStream/Instructor

IV. Bibliography

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<p>Planning for CSU TEACH Field Experiences AYA: 7th -12th Grades Secondary Licensures STEM: Math & Science HUMANITIES: Language Arts, Social Studies & World Language</p>			
<p>Step 1 (ST1) Course Numbers: STEM: EUT 201 Humanities: EUT 202 Placed in 6th through 8th grade for 18 hours* 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. Attends anytime that works with their schedules but must be consistent time each week. (Approximately 2 hours/week for 9 weeks)</p>		<p>Apprentice Teaching 1 (AT1) Course Numbers: Humanities: EST 398 STEM: EST 399</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>Apprentice Teaching 2 (AT2) Course Numbers: Humanities: EST 498 STEM: EST 499</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><i>Spring Only</i></p>
<p>Step 2 (ST2) Course Numbers: STEM or Humanities: EDB 242</p> <ul style="list-style-type: none"> Placed in 9th through 12th grade for 18 hours* over the 			

EST 399 Fall 2020 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 the changing needs of the class.

<p>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.</p> <ul style="list-style-type: none"> • Attends anytime that works with their schedules but must be consistent time each week. (Approximately 2 hours/week for 9 weeks) <p>Offered in Spring May be taken with EUT 305/306</p>			
<p>Classroom Interactions (CI) Course Numbers: STEM: EUT 305 Humanities: EUT 306</p> <ul style="list-style-type: none"> • Placed in 7th or 8th grade 40 hours* over the course of the semester. Students assigned individually. • Expected to go to the same class(s) each week. (Approximately 4.5 hours/week for 9 weeks) <p>Offered in Spring Only</p>			
<p>*Additionally, extra time needed for drive time, which may be up to 30 minutes to/from campus.</p>		<ul style="list-style-type: none"> • AT 1 and AT 2 are designed to be a yearlong experience, both 	

<p>Allow for parking time when returning to campus.</p> <ul style="list-style-type: none"> Schools accommodate placements between the hours of 8AM and 2PM. Schedule classes accordingly. <p>Apply on CSU, OFS website by the first Friday of the semester for ST1, ST2 and CI experiences.</p>		<p>with the same mentor in an urban school district,</p> <ul style="list-style-type: none"> OAE tests need to be taken before entering AT2 experience. Each test is approximately \$105. Attendance at Co-requisite seminar class is required. <p>Apply on CSU, OFS Website the semester BEFORE the AT 1 & AT 2 experience.</p>	
<ul style="list-style-type: none"> 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. 			
<p>For Further information please contact the Office Of Field Services 216-687-4616 or by email OFSassistant@csuohio.edu</p>			



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