**EST 598**

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

Professionalism/Inquiry/Contextualism /Partnership

**EST 598 – Student Teaching: Chinese Foreign Language Education**

**Fall 2018**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Instructor:** | **Anne Price** |  | **Section:** |  |
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| **Office:** | **JH 187** |  | **Office Hours:** | **Monday – Friday, 8-5, by appt.** |
| **Meeting Times:** | **Field hours, varied** |  | **Room:** | **Field site** |

1. **Course Description**

Prerequisites: Prior application to the Office of Field Services is required; course prerequisites are listed on application; must be taken concurrently with EDB 400. Five full days a week for one semester observing and teaching under the direction of a cooperating teacher and a university supervisor. Placement must be different than that received for EST 374 so that students gain both PreK-8 and 9-12 classroom experience. Required for multi-age teaching license in foreign language education.

1. **Course Rationale**

This is the required student teaching course for a foreign language licensure.

1. **Texts**

There is no required text for this course.

1. **Course Goals and Objectives**

**Knowledge Objectives**

* Describe the foreign language program of his/her schools and relate them to other schools visited or described in class literature
* Demonstrate understanding of the lessons being taught: the materials, the your role, and the teacher’s planning.

**Skills Objectives**

* Undertake a number of different observations and subsequent analyses of student and teacher behaviors.
* Organize (write out) these observations and reflections for use in discussion with the mentor teacher and the instructor of this course.
* Prepare a number of your own lesson plans and use these with the mentor teacher and/or the course instructor as observer/analyst. The observations should provide evidence that you can successfully do several of the following
	1. Demonstrate effective techniques for teaching FL in context
	2. Develop and execute standards-based, communicative lesson plans and language experiences
	3. Begin to design lessons that connect to other content areas in school curriculum
	4. Begin to develop a file of teaching lessons and materials appropriate for FL teaching
	5. Begin to develop appropriate assessment instruments
	6. Demonstrate effective self-assessment

**Dispositions Objectives**

COEHS 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 you received with your acceptance into your program is your guide.

 And, specifically focusing on FL instruction:

* Candidates believe, based on readings and field experiences, that all students should have opportunities to learn a foreign language.
* Become aware of the language students’ concerns, problems, need, and opportunities in the classroom observed and in the classes taught.
* Become aware of the value of effective evaluation and planned cultural contrast as an integral part of the total FL program.
* Attend the field placement daily assignment; any absence must be reported to your mentor teacher **first,** and then let your supervisor know (XXX-XXX-XXXX). The only allowable absences are for illness or family emergency (documentation required). You will be held to professional standards of attendance, attire, and conduct.
1. **Instructional Strategies/Activities Related to Technology and Diversity**

In keeping with CSU’s commitment to preparing effective urban educators, candidates are required to complete at least one major field experience (practicum or student teaching) in a city designated by the Ohio Department of Education as “urban.”

As part of every lesson plan, candidates are expected to explain how their learning outcomes are based on a thorough knowledge of the educational contexts and the students they teach. They need to demonstrate responsiveness to a wide variety of student diversity, including gender, race, ethnicity, ability, and interest. Prompts for some Guided Reflections explicitly require candidates to reflect on the social issues that impact education in diverse educational settings. The Teacher Work Sample assignment requires candidates to explain how the instructional strategies they use are appropriate for the students in the classroom.

Candidates are assessed on their effective use of technology in each formal observation.

1. **Course Requirements**
	1. ***Field Requirements***
* Student teaching candidates complete a minimum of 450 hours in a foreign language classroom. These hours are composed of the full school day plus all contractual obligations of the mentor teacher for the entire 15-week semester. The classroom placement may be in a K-8 setting or a 7-12 setting. In addition, all student teaching candidates will attend five seminars during the semester.
* Candidates are expected to observe, assist, and co-teach with the mentor teacher to complete the assignments listed below. Candidates will be observed a total of six times in the classroom by the CSU supervisor and twice by the mentor teacher. **For each observation, the candidate must provide a full lesson plan 48 hours in advance.**
* At the midpoint and end of the semester, the candidate will participate in a “triad meeting” with the university supervisor and mentor teacher to assess progress in the course and to determine the final aggregated observation scores.
	1. **Assignments/Assessments**
* **edTPA (Taskstream) -** The edTPA is mandated for all teacher candidates in Ohio as an assessment of readiness to teach. You will receive a comprehensive handbook providing full details of this assignment from the Office of Field Services. You will prepare the materials for this assessment with guidance from your supervisor. The TPA includes three tasks: planning, instruction, and assessment. The assessment is focused on student learning and is designed around the principles that successful teachers follow including the need to: apply knowledge of subject matter (either academic or non-academic) and subject-specific pedagogy, develop and apply knowledge of their learners’ varied needs, consider research/theory about how learners learn, and reflect and act on evidence of the effects of their instruction on learning and/or performance. As a performance-based assessment, the edTPA is designed to engage you in demonstrating your understanding of teaching and learning in authentic, experiential ways.
* **Refined Education Philosophy (Taskstream) -** The Revised Philosophy essay should begin with your personal mission statement. A mission statement is a brief, compact, promise –a target that, if achieved, would leave you feeling as though you had accomplished what you set out to do. It is a self-proclaimed standard by which you would like to have your work as a teacher judged. Your mission statement should be three - five sentences in length.Your essay must also include statements of beliefs about teaching. Identify and clearly state your most important, current beliefs about (1) how teachers should act as professionals, (2)the purpose of schooling, (3)what students should learn in your subject area, (4) how students learn, and (5) what effective teachers do to help students learn. Each belief should be described in 3-5 sentences. The first sentence should be a statement of belief, and the additional sentences should provide a brief explanation or examples. Be sure to identify current theories or theorists in the field of education that inform or support your beliefs.  You may cite specific works, if needed.
* **Employment Portfolio (Taskstream) -** During your student teaching semester, instead of uploading Choice Artifacts, you will prepare an **Employment Folio**.  This folio is a useful tool to demonstrate your teaching competencies for your supervisor.  You also have the option to publish your Employment Portfolio to the web to provide potential employers with a URL so they can access your materials.
* **Classroom Management –**During the course of your student teaching, you will observe an individual student, describe his/her behavior and strategies that you or your mentor teacher have used to manage this behavior. You will develop and identify steps that might be taken to further address the problem and/or change behavior.
* *In addition to these written assignments, candidates must complete and satisfy the criteria for a Taskstream Checkpoint 3 portfolio to be eligible for licensure. 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. See below the scale for converting CSU 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, PROGRAM AREA DRF, OR EDTPA DRF.**

1. **Course Outline**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Activity/Assignment *(Taskstream requirements marked with an \*)* | Due Date(Individual instructor will complete) |
| 1 |  | Context for Learning |  |
| 2 | Seminar 1 Supervisor Observation 1 |  |  |
| 3 | Mentor Observation 1 | Lesson plans for learning segment (plans, instructional materials, assessment tools)Distribute video consent forms |  |
| 4 | Supervisor Observation 2 | Planning commentaryCollect video consent forms |  |
| 5 | Seminar 2 | Classroom Management |  |
| 6 | Full co-teaching begins (occurs during weeks 6-14) Supervisor Observation 3 | Videotaping |  |
| 7 | Midterm triads held by the end of week 8 |  |  |
| 8 | Seminar 3 Supervisor Observation 4 | Instructional Commentary |  |
| 9 |  | Student Work Samples/Evidence of Feedback |  |
| 10 | Mentor Observation 2Seminar 4 | Assessment Commentary |  |
| 11 | Supervisor Observation 5 | Complete edTPA submitted\* |  |
| 12 |  |  |  |
| 13 | Seminar 5 Supervisor Observation 6 | Employment portfolio\* |  |
| 14 |  | Refined Education PhilosphyTaskstream checkpoint portfolio\* (Taskstream summative checkpoint self-assessment) |  |
| 15 | Final triads completed |  |  |
| Finals |  |  |  |

1. **Course Policies**
2. Attendance/engagement policy. Regular attendance is required for all field experiences. This includes all field hours as well as orientations, associated seminars, and other professional activities affiliated with the internship. All students are expected to:
	1. Be present for the full duration of the time scheduled for each day. Preparation and discussion with a mentor teacher may require that an intern arrive early or stay later in the day. These times may be agreed upon by the intern, the mentor teacher, and the supervisor. Leaving early and/or arriving late are not permissible without advance notification and permission. Missing over an hour on any day is considered an absence.
	2. Sign in and out every time they enter or leave the field placement school, using the system designated by the school. Interns are expected to wear their lanyard with CSU student ID at all times in the building.
	3. Complete the Intern Attendance Form daily, file this with the mentor teacher, and make it available each time the supervisor observes.
	4. Excused absences may be granted due to unforeseen circumstances only (e.g. serious illness, death in family, personal tragedy, legitimate university business). Excused absences are limited to three (3) with proper communication with university supervisor and mentor teacher. Each excused absence beyond three must be verified and each must be made up. Unexcused absences are not permitted for any reason. Unexcused or more than three excused absences may result in a Concern Conference, required make-up time, requirements to withdraw from the experience, or unsatisfactory grades that may require repeating an experience.
	5. Notify the mentor teacher, university supervisor and school secretary ahead of time of any anticipated absences (e.g. religious observances or medical concerns) or as soon as possible in the case of unexpected absences. Mentor teacher and supervisor must approve for an absence to count as excused.
	6. If interns will be absent and they have instructional responsibilities scheduled while they will be absent, it is their responsibility to leave detailed plans and materials for the mentor teacher who will ‘cover’ for the intern.
3. 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.
4. Professionalism. Even though field experience is not a paid job, students are to act professional at all times. Professionalism encompasses many areas of behavior, including dispositions, courtesy, attendance and punctuality, appearance, initiative, fulfillment of responsibilities, ethical behavior, and protection of student confidentiality. For complete guidelines on professional behavior, refer to the Office of Field Services Handbook. **Failure to demonstrate professional behavior at any point in the experience may jeopardize an intern’s continuation in his/her program.**
5. Ethics. Cleveland State requires all interns to follow the professional guidelines set by the College of Education and Human Services and the Code of Ethics established by the National Education Association.
6. Ethical and Responsible Technology Use. All interns must adhere to the CSU Information and Technology Resources General Policy when using computer equipment on campus or at the field site. **In addition to the CSU policies, interns are responsible for learning and following the technology policies and procedures of the district in which they are placed.** The application of these policies includes, but is not limited to, any of the following activities:
	1. Use of computer, tablets, or personal electronic devices
	2. Access to computer systems
	3. Possession of computer software or data
	4. Copying or use of computer software or data
	5. Use of computer accounts
	6. Use of computer-related equipment

**NOTE: While cell phones are widely used for personal mass multimedia communication, interns should consult with their mentor teacher and district policies to establish an agreement about the acceptable professional use of these devices as part of their internship experience.**

1. Plagiarism/Academic Integrity. The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

 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>.

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 (also available at <http://www.csuohio.edu/cehs/students/ofs/docs/FlagSystem.doc>) is your guide.

**OFFICE OF FIELD SERVICES STUDENT TEACHING RECORD AND EVALUATION FORM**

|  |  |
| --- | --- |
| **Intern:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester/Year\_\_\_\_\_\_\_\_\_\_\_ Grade level\_\_\_\_\_\_\_\_** **Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **EST** **598** |

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

*Final scores are to be recorded here.*

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSIGNMENTS** | **DESCRIPTION****(A SCORE OF “2” IS CONSIDERED PROFICIENT)** | **TASKSTREAM****DRF** | **SCORE****(0-3)** |
| **edTPA** | **TPA** |  |
| **Refined Educational Philosophy\*** | **LICENSURE** |  |
| **Employment portfolio\*** | **LICENSURE** |  |
| **Classroom Management\*** | **OFS** |  |
| \* Denotes SPA Requirements Above |  |  |
| **OBR** | *4 Module Quizzes* *Taskstream OFS DRF* | **All submitted to** Manager, Cleveland State | **Student Completed****YES NO** |
| **Survey****Student Teaching****(Survey is emailed to student)** | **Proof submitted to Supervisor via Taskstream***Survey submitted to OBR*  | **Student Completed****YES NO** |

**List each Observation.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |
| 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 > |

 | ***Please Indicate any awards or recognitions you are nominating the Student*** *(Criteria for each recognition can be found on OFS website)* |
| OUTSTANDING STUDENT TEACHER \_\_\_\_\_\_\_\_\_ |
| GOLDEN APPLE \_\_\_\_\_\_\_\_\_ |
| EXCEPTIONAL STUDENT TEACHER \_\_\_\_\_\_\_\_\_ |