ESE 451/471 Intervention Specialist Internship II: Teachers as Leaders

Syllabus - 10 Credits

Course Description

Prerequisites: ESE 441/461; ESE 442/462; Co-requisite: 452/472; 2.75 Cumulative GPA; 3.0 Professional GPA. In general clinical settings, students are able to practice appropriate examination, evaluation, and intervention, technical, and communicative skills. Safe, ethical, and legal educational practice occurs under the supervision of clinical instructor(s). Internship II is a structured clinical experience stressing the planning, implementation and evaluation of instructional experiences. Interns spend five full days a week in a school observing and teaching under the direction of a mentor teacher and a university instructor or supervisor. Interns will take on full classroom responsibilities. Internship II student teaching experience is viewed as a critical professional step as individuals mature into the role of independent classroom teacher. The experience is designed to be consequential, formidable, demanding, and satisfying. Students will spend 405 hours in the field (School and non-school settings) in Internship II. All students enrolled in this class must have a valid and unexpired Clearance Report from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) on file with the college advising office.

Relationship to the Concurrent Seminar

Students enrolled in this course must also be concurrently enrolled in ESE 452/472, the seminar companion to this field experience. The seminar will require assignments that must be completed in the students' field placements (e.g., lessons taught, student behavior observed). Students must pass both Internship 2 components (ESE 451/471 and ESE 452/472) in the same semester to be eligible to apply for a teaching license. Students who do not receive a passing score in either ESE 451/471 or ESE 452/472, must repeat both concurrent courses in order to progress. Both courses together comprise the capstone requirement described below.

Capstone Requirement Statement

This course meets the CSU GenEd requirements for a Capstone course, which states that the course must:

1. Be offered as part of the credits included in a student's major requirements.
2. Be offered at the 400-level and ordinarily be taken during a student's final year and after completion of a majority of the requirements for the major.
3. Require students to integrate, synthesize, and/or apply knowledge and skills already gained across multiple courses (including both courses for the major and General Education courses).
4. Require students to demonstrate mastery of at least three of the General Education skill areas (critical thinking, group work, information literacy, oral communication, quantitative literacy, writing).
5. Require students to produce some form of summation, closing project, or final product.

6. Prompt students to reflect on their undergraduate experience and/or support students in transitioning from college into their career or further study.

These are the skill areas promotes in this course with the corresponding assignments and percentage of the course grade: In accordance with our CAEP and SPA accreditation requirements, evaluation in the course is done through the CPAST and SPA addendum rubrics. The CPAST and SPA addendum rubrics are a summation of all of the experiences throughout their teacher education program. These rubrics are scored in a triad conference between the student, their university supervisor, and their mentor teacher. Here the student is asked to reflect on how they have grown over the course of the student teaching experience and the program. They are also asked to identify areas of strength and areas for growth that they intended to continue to develop as they enter the resident educator program as first year teachers. Together these two rubrics make up 100% of the student's grade. These rubrics cover the four following competencies:

- Writing (25%): Students take over full time teaching of the classroom for a minimum 6 weeks. During that time students write detailed plans for an average of 3-4 lessons a day. Each plan is an average of 2 pages resulting in 6-8 pages a day of professional writing. Each technical component of these plans (e.g., clear and explicit written lesson objectives, written plan for differentiating for diverse learners) are evaluated by rubric rows in the planning domain of the CPAST and the SPA addendum rubrics which makes up 25% of the total assessment.
- Oral communication skills (25%): Students take over full time teaching of the classroom for a minimum 6 weeks. During that time students teach an average of 3-4 lessons a day to classrooms of K-12 students. Lessons vary widely in content and format; however, all lessons are delivered in person. Each technical component of these lessons (e.g., clearly articulating learning targets and directions, providing feedback to students) are evaluated by rubric rows in the instructional delivery domain of the CPAST and the SPA addendum rubrics which makes up 25% of the total assessment.
- Quantitative literacy (25%): Students take over full time teaching of the classroom for a minimum 6 weeks. During that time students teach an average of 3-4 lessons a day to classrooms of K-12 students. Preceding each lesson, students are required to identify and analyze pre-assessment data to inform the planning of the lesson. During each lesson, students are required to collect and respond to formative assessment data in real time. Following each lesson, students are required to collect and analyze post-assessment data and use that data in instructional decisions making. Each technical component of these lessons (e.g., using appropriate assessment techniques, engaging in data guided decision making) are evaluated by rubric rows in the assessment domain of the CPAST and the SPA addendum rubrics which makes up 25% of the total assessment.
- Group work (25%): Students participant in a 15-week field experience. During that time students are required to work collaboratively as a member of multiple teams within the classroom and school. Students must demonstrate effective collaboration skills. Each aspect of these professional dispositions (e.g., responding positively to critical feedback, participating in ongoing professional

development) are evaluated by rubric rows in the professional dispositions domain of the CPAST and the SPA addendum rubrics which makes up 25% of the total assessment

Course Goals and Objectives

As a result of attending this seminar, participating in the accompany field placement, and completing course assignments, students will demonstrate a knowledge of items stated below; will demonstrate an ability to perform skills stated below; and, will present attitudes and values reflective of those stated below.

Course Objectives

1. Teacher education candidates will possess knowledge and understanding of the social, political, and economic factors that influence education and shape the world in which we live.
2. Teacher education candidates will demonstrate knowledge of how students learn and of the developmental characteristics of age groups.
3. Teacher education candidates will understand that students enter the learning setting with prior experiences that give meaning to the construction of knowledge.
4. Teacher education candidates will understand what students know and are able to do and use this knowledge to meet the needs of all students.
5. Teacher education candidates will expect that all students will achieve to their full potential.
6. Teacher education candidates will model respect for students' diverse cultures, language skills, backgrounds, and experiences.
7. Teacher education candidates will recognize characteristics of the full range of student abilities in order to assist in appropriate identification, instruction, and intervention.
8. Teacher education candidates will know the content they teach and use their knowledge of content-area concepts, assumptions, and skills to plan instruction and encourage discipline-specific inquiry.
9. Teacher education candidates will use content-specific instructional strategies to inform effective planning and implementation of instruction.
10. Teacher education candidates will understand school and district curriculum priorities and the Ohio academic content standards.
11. Teacher education candidates will understand the relationship of knowledge within the disciplines to other content areas.
12. Teacher education candidates will connect content to relevant life experiences toward the development of an engaged citizen
13. Teacher education candidates are knowledgeable about assessment strategies, their purposes, and the data they generate.
14. Teacher education candidates will select, develop, and use a variety of appropriate diagnostic, formative, and summative assessments.
15. Teacher education candidates will analyze data to monitor student progress and learning, as well as to plan, differentiate, and modify instruction.
16. Teacher education candidates will collaborate and communicate student progress with students, parents, and colleagues and other relevant stakeholders.

17. Teacher education candidates will involve learners in self-assessment and goal setting.
18. Teacher education candidates will align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
19. Teacher education candidates will communicate clear learning goals and explicitly link learning activities to those defined goals.
20. Teacher education candidates will design and implement learning activities that build on what children know and can do in school, at home, and in the community and that respond to their questions and interests.
21. Teacher education candidates will apply knowledge of how students think and learn to instructional design and delivery.
22. Teacher education candidates will differentiate instruction to support the learning needs of all students.
23. Teacher education candidates will create and select teacher- and child-initiated activities that are designed to help students develop as independent learners and complex problem-solvers.
24. Teacher education candidates will use resources effectively, including technology, to enhance student learning.
25. Teacher education candidates will treat all students fairly and establish an environment that is respectful, supportive, and caring.
26. Teacher education candidates will create an environment that is physically and emotionally safe.
27. Teacher education candidates will motivate students to work productively and assume responsibility for their own learning.
28. Teacher education candidates will create learning situations in which students work independently, collaboratively, and/or as a whole class.
29. Teacher education candidates will maintain an environment that is conducive to learning for all students.
30. Teacher education candidates will promote positive social interaction, active engagement in learning, and self-motivation.
31. Teacher education candidates will design a technologically rich environment that addresses a wide range of learner needs.
32. Teacher education candidates will use knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in learning environments.
33. Teacher education candidates will work with parents and caregivers to create partnerships to support student learning; emotional, physical, and social development; and mental health.
34. Teacher education candidates will collaborate effectively with other professional colleagues, including administrators, school staff, and district staff.
35. Teacher education candidates will collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
36. Teacher education candidates will understand, uphold and follow professional ethics, policies, and legal codes of professional conduct.

37. Teacher education candidates will take responsibility for engaging in continuous, purposeful self-reflection and professional development.
38. Teacher education candidates will act as advocates for change and seek opportunities to positively impact teaching quality, school improvements, student achievements, and mental health, as well as emotional, physical, and social development.
39. Teacher education candidates will articulate a personal philosophy of teaching and learning that is grounded in theory, an awareness of existing models of teaching, and learning and practice.

Course Policies

Office of Field Services

Special education program internships are supported by Cleveland State University's Office of Field Services (OFS). Thus, this experience is subject to the policies described in the OFS Handbook. The current handbook and additional OFS forms used during the internship are available at
https://www.csuohio.edu/cehs/office-of-field-services/forms-handbook
Below are the most pertinent OFS policies regarding the field placement.

Field Placement Attendance: Pre-service teachers are required to attend their assigned field placement during all of their mentor's contracted hours for the full 15 weeks of the semester. Thus, start times and end times of each school day will vary by placement. Pre-service teachers are required to sign in an out of their field placement using the school's designated system. Pre-service teachers are also required to track their hours using the attendance form provided by OFS, which includes a mentor's signature. Unexcused absences are not permitted for any reason and are grounds for withdrawal of placement. With proper communication to university supervisor and mentor teacher, pre-service teachers are allowed up to three excused absences for extenuating circumstances. The full attendance policy can be found on page 15 of the OFS Handbook.

Classroom Observations: Pre-service teachers will be formally observed in the field at least eight times throughout the semester. A mentor teacher will informally observe the pre-service teacher and offer feedback daily, however, the mentor will also do a formal observation with written evaluation and feedback once in the first eight weeks of the semester and once in the second eight weeks. A university supervisor will observe the pre-service teacher at least six times in the field and may require additional observations depending on the pre-service teacher's progress. For each observation, the pre-service teacher will upload a lesson plan to Taskstream 48 hours in advance of the observation. After the observation, the pre-service teacher will meet with their supervisor to discuss the observation and the supervisor will upload a complete OFS observation form to Taskstream. These observations are scored but do not affect the pre-service teacher's grade for the internship. Rather, the score for observations is used to

inform the students score on the CPAST rubric. A full description of field observation is provided on pages 36–37 in the OFS Handbook.

Concerns with Interns and Intercession: Pre-service teachers that are concerned about anything in their placement (e.g., support offered by mentor/supervisor) should first address the concern directly with the relevant party. If the concern persists, pre-service teachers should discuss the issue with the seminar leader. Mentors and university supervisors with concerns about a pre-service teacher (e.g., goodness of fit with mentor/placement/supervisor, the progress of the pre-service teacher) are encouraged to first address their concerns directly with the preservice teacher. If the concerns persist, mentors/supervisors should first discuss the issue with the seminar leader. If the concerns continue to persist, the pre-service teachers will be referred to the office of field services to begin the intercession process. Intercession involves meetings between mentors, supervisors, and OFS faculty and can result in withdrawal of a placement or removal from the course. A full description of the intercession process is provided on pages 45–49 in the OFS Handbook.

Technology

Students will be exposed to technology in a variety of ways, including accessing a web-based course management system (i.e., Blackboard) for course communications and materials. Seminar assignments (i.e., the IEP key, individual lesson plan, and employment portfolio) will be turned in through the Blackboard site. Students are also required to maintain a subscription to Taskstream. Assignments used for a student's licensure portfolio (i.e., edTPA, CPAST and special education addendum) will be submitted through Taskstream. Access to high-speed Internet is required (access is available on campus). In addition, candidates will learn about web-based resources to assist them in improving outcomes for individuals with disabilities and assistive technology available to support the needs of all students.

Revisions to Grading

If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within one week of receipt of the graded material. The written request should specify the item(s) in question, and identify the reason the student believes the given answer was correct. Relevant sources must be cited in the request (e.g., page number from reading on which answer was based). Please note that requests do not guarantee a change in grade.

Assignments

Pre-service teachers will earn a single grade between 0.0 and 3.0 for each the final CPAST and the final Special Education Addendum. A student's final grade for the internship will be based an average of the two rubric scores. To receive a grade of satisfactory for the course, a student must earn a 1.78.

Final CPAST Average: Each pre-service teacher will participate in a triad conference with his or her cooperating teacher and university supervisor at the mid-term (around week 7) and again for a final (around week 15). For this conference, each person (including the pre-service teacher) will rate the pre-service teacher's performance on the CPAST rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CPAST will be averaged for a single grade between 0.0 and 3.0.

Final Special Education Addendum Average: For the triad conferences each pre-service, cooperating teacher, and university supervisor will also rate the pre-service teacher's performance on the Special Education Addendum rubric (available on Blackboard). For this assignment, the pre-service teacher's scores on all the rows for each assessor of the final CPAST will be averaged for a single grade between 0.0 and 3.0.

University, College, and Department Policies

Equal Opportunity Statement
Cleveland State University is committed to the principle of equal opportunity in employment and education. No person at the university will be denied opportunity for employment or education or be subject to discrimination in any project, program, or activity because of race, color, religion, national origin, sex, age, genetic information, sexual orientation, disability, disabled veteran, Vietnam era veteran or other protected veteran status.

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.

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.

Technical Help

If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. For technical support for Blackboard, first, search the online knowledge bases Online Help Portal or AskeLearning. If that does not resolve the issue, call the 24/7 Blackboard Help Desk at (216) 687-5050 and select option #2 for Blackboard Support. If the problem persists, visit the Open Computer Lab—JH 118—during posted hours.

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 http://www.csuohio.edu/cehs/students/ofs/docs/FlagSystem.doc) is your guide.

Grading Criteria

Final evaluation in this course is done on a pass/fail basis. A pre-service teachers final course grade of either satisfactory or unsatisfactory will be earned through a row item average across two separate performance rubrics, the unit wide CPAST rubric and the program area specific addendum rubric. Row item scores are reached by consensus as a result of the triad meeting between the pre-service teacher, mentor teacher, and university supervisor. To earn a grade of satisfactory pre-service teacher must receive a row item average of above 1.78