



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

## EST 499 CSUteach STEM Apprentice Teaching 2 Syllabus – 6 Credits

### Fall 2020

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### 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**

The purpose of Apprentice Teaching II is to assist participants in making the transition from college student to a classroom teacher. Initially, it is important to observe and become orientated to the school building, students, and mentor teacher. Participants will quickly be given increased responsibility for the classroom with the goal of assuming the role of teacher from the start to the end of the school day for the majority of the grading period of the placement.

*Pre-requisites:* Prior application and approval of the CSUteach program, EUT 315 or EUT 317, and EST 399.

*Field/clinical hours:* Daily attendance at field placement to match teacher work hours.

In addition to the student teaching experience in a high school classroom, you are required to attend weekly seminars during the course of the semester. These seminars are designed to respond to issues or topics that seminar participants raise, check on your progress through the student teaching experience, and provide additional opportunities to refine particular teaching skills. In addition, there will be a number of other optional professional development activities provided throughout the semester. It is strongly recommended that you take advantage of these opportunities. Your participation will be recorded and noted in the letter of recommendation written by your supervisor at the end of the semester.

**II. Course Rationale**

The purpose of Apprentice Teaching II is to assist participants in making the transition from college student to a classroom teacher. Initially, it is important to observe and become orientated to the school building, students, and mentor teacher. Participants will quickly be given increased responsibility for the classroom with the goal of assuming the role of teacher from the start to the end of the school day for the majority of the grading period of the placement. Your mentor teacher and supervisor will guide you in assuming various duties, giving you feedback on your performance, suggesting resources to guide your planning, and supplying thoughtful critiques about all dimensions of your teaching.

**III. Texts**

There are no texts associated with this course, though there may be the occasional reading of a professional article in preparation for discussion of a topic raised in seminar. These will be posted on Blackboard or handed out during seminar.

#### IV. Course Goals and Objectives with assignment alignment

The student teaching experience provides opportunities for students to apply the skills and knowledge they have accumulated during their preceding coursework at CSU, reflect on them and refine them. Each student will demonstrate his or her progress in the following areas:

<b>Knowledge objectives... The Teaching Candidate will know:</b>	<b>Course Assessment</b>	<b>CSU Outcome</b>	<b>CSU Framing Principles</b>
1. selected science or math concepts developmentally appropriate for grades 9 – 12.	<b>Observations Summary Triad</b>	<b>Knowledge of subject matter</b>	<b>Professionalism</b>
2. how science, mathematics, and technology are integrated.	<b>Observations</b>	<b>Knowledge of subject matter</b>	<b>Contextualism</b>
3. a variety of instructional approaches and methods in science or math education.	<b>Observations Summary Triad</b>	<b>Instructional Strategies</b>	<b>Professionalism</b>
4. a variety of methods for assessing student’s understanding.	<b>Observations Summary Triad</b>	<b>Assessment</b>	<b>Professionalism</b>
5. current educational research supporting “ <i>best practices</i> ” in teaching, management, and building community.	<b>Observations Summary Triad</b>	<b>Knowledge of development &amp; learning</b>	<b>Inquiry</b>
6. National, State, and local math and science teaching standards.	<b>Observations Summary Triad</b>	<b>Knowledge of subject matter</b>	<b>Professionalism</b>

<b>Skill objective... The Teaching Candidate will:</b>	<b>Course Assessment</b>	<b>CSU Outcome</b>	<b>CSU Framing Principles</b>
1. elicit student background information and make sensitive use of this information as a part of instructional planning.	<b>Observations Summary Triad edTPA</b>	<b>Knowledge of development &amp; learning</b>	<b>Inquiry Professionalism</b>
2. investigate curriculum resources and teaching strategies and implement select materials within lessons.	<b>Observations Summary Triad edTPA</b>	<b>Instructional Strategies</b>	<b>Inquiry Professionalism</b>
3. implement a variety of instructional approaches including inquiry and group work to accomplish instructional goals.	<b>Observations Summary Triad edTPA</b>	<b>Instructional Strategies</b>	<b>Professionalism</b>
4. create engaging and relevant learning activities linked to appropriate standards that motivate student interest in learning.	<b>Observations Summary Triad edTPA</b>	<b>Knowledge of development &amp; learning</b>	<b>Professionalism</b>
5. design, employ and analyze assessment tools to gauge the learning of students and to inform instruction.	<b>Observations Summary Triad edTPA</b>	<b>Assessment</b>	<b>Inquiry Professionalism</b>

6. critically reflect upon teaching episodes and discuss how to teach that lesson in the future.	<b>Reflections edTPA</b>	<b>Assessment</b>	<b>Inquiry Professionalism</b>
7. implement effective behavior management and conflict resolution strategies.	<b>Observations Summary Triad</b>	<b>Learning Environment</b>	<b>Contextualism Professionalism</b>
8. create a climate conducive for the learning every student.	<b>Observations Summary Triad</b>	<b>Learning Environment</b>	<b>Contextualism</b>
9. utilize instructional and communication tools, including technology, in the service of learning.	<b>Observations Summary Triad edTPA</b>	<b>Communication Technology</b>	<b>Professionalism</b>

### **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.**

### **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. These are connected with the following CSU outcomes: Communication, Personal philosophy, Professional development, and Collaboration and Professionalism. 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. This list is also available at <http://www.csuohio.edu/cehs/student-list-professional-dispositions>

### **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.

## V. Course Requirements

**Z) Develop, plan and implement instruction for your mentor’s entire schedule starting in week four of your experience, as the virtual environment allows. Plans should be coordinated and shared with your mentor teacher prior to implementation. In addition to taking over instructional duties, you will participate in all contractual activities of your mentor teacher (parent teacher conferences, staff meetings, etc.). Co-teaching is an option if your mentor teacher so chooses. If your mentor teacher teaches AP courses, you may assist but not solo instruct.**

The purpose of this assignment is for you to practice the various skills you have gained in enacting the learning/teaching process. This is the crux of the course.

***Due: Twelve weeks of field experience including nine weeks of full-load teaching***

**Y) Complete five learning cycles and two consensus evaluations. A learning cycle entails 1) providing detailed lesson plans (using either the formal or abbreviated template) for each class you teach to your mentor teacher and university supervisor; 2) being observed by your mentor teacher or university supervisor teaching the lesson; 3) analyzing student work to determine extent of student learning; 4) completing a written reflection on the success of the lesson that provides evidence to substantiate your claims; 5) discussing the lesson with your mentor or university supervisor. A consensus evaluation uses the CPAST rubric to evaluate the evidence you provide regarding your instruction and professionalism. He first consensus meeting is formative, the second is summative.**

The purpose of this assignment is to provide you with detailed feedback on your development as a teacher as well as provide evidence of your skill in the learning/teaching process.

***Due: Learning Cycle 1 – Week 3 or 4, Mentor Teacher – Observation form sent to University Supervisor  
Learning Cycle 2 – Week 5 or 6, University Supervisor (Consensus evaluation occurs in week 6 or 7.)  
Learning Cycle 3 – Week 7 or 8, Mentor Teacher – Observation form sent to University Supervisor  
Learning Cycle 4 – Week 8 or 9, University Supervisor  
Learning Cycle 5 – Week 11 or 12, University Supervisor (Consensus evaluation occurs in week 12 or 13.)***

***Plans for each observation are due 48 hours prior to observation and uploaded to Taskstream within 24 hours after lesson; reflection is due to University Supervisor or Mentor Teacher 48 hours after lesson.***

### **X) Complete the Teacher Performance Assessment (edTPA)**

The purpose of this assignment is to present a singular piece of evidence that showcases your skills as a teacher and to meet university accreditation requirements for licensure.

***Due: See calendar for suggested progress deadlines***

### **W) Reflect on learning and teaching: Critical Incidents**

Reflecting critically and effectively is an important teaching skill and part of the learning/teaching process. This particular assignment will focus on practicing and strengthening that skill. The assignment consists of analyzing five critical incidents in writing on each of the following:

- 1) Mathematical/scientific discourse and use of academic language to communicate.
- 2) Establishing and maintaining a positive learning environment.
- 3) Assessment, both formative and summative.
- 4) Use of mathematical/scientific-specific technology to improve student understanding (not generic tools such as powerpoint).
- 5) Issues with choosing and implementing rich mathematical or scientific learning tasks.

For each situation you will describe what happened, the outcome, the implications and what you would change. More detail is available in the assignment write-up.

***Due: Day of class discussion of incidents as per dates on Blackboard – see calendar also***

### **V) Triad Self-Reflection**

The purpose of this reflection is to focus on your self as a professional, so while there is some overlap with your lesson reflections, this is focusing on your skill set beyond just the teaching. This consists of:

- 1) Completing the triad assessment form on yourself for each triad meeting;
- 2) Completing a written narrative reflection discussing how you have incorporated feedback from your mentor teacher and university supervisor into your practice.

***Due: uploaded to Google Drive at each Triad meeting***

## **U) Professional Preparation Documents**

The purpose of these documents are to prepare you to enter the working force both as documents needed in finding a position and a plan for ongoing learning. Four documents are required:

- 1) professional resume;
- 2) draft cover letter;
- 3) educational philosophy;
- 4) professional development plan that includes evidence of at least two professional development activities completed during the 2020 school year and a plan for continued learning in the first two years of your career. Two areas chosen should be justified with evidence from feedback on observations or CPAST rubric. Plan should reference a specific event, text, course, webinar, etc. for each topic with a timeline for completion.

## **T) Attend all seminars**

The seminar will allow you opportunity to address issues and concerns you are facing in your apprentice teaching experience as well as assist you in completing the edTPA and other licensure requirements.

## **S) Nature of Science Lesson (*Science certification only*).**

One lesson during your experience must address the nature of science. That lesson plan should be sent to your supervisor.

### ***Please Note:***

*1) All assignments are due to your university supervisor for review or evaluation. Please check with your university supervisor as to how she/he wants to coordinate that sharing with you. Most documents will be uploaded to Google Drive or Taskstream or both. An active Taskstream account is required.*

*2) The edTPA requires video recording. Please speak with your supervisor as to how the lessons will be recorded. Video cameras are available for loan from the Technology Center on the first floor of Julka Hall. You may need to provide a form of portable memory depending on what you borrow or use. Check with mentor teacher on video release forms for students.*

## Triad Partner Field Roles and Responsibilities

<p>Apprentice Teaching 2 Student (intern)</p>	<ul style="list-style-type: none"> <li>• Observes and assists with individual and small group instruction in every class the mentor teacher is responsible for from the beginning of the experience.</li> <li>• Assumes the full load of mentor teacher responsibilities starting the end of week 4, or earlier if mentor and supervisor agree that the student is ready to do so.</li> <li>• Teaches a 2-week project-based unit.</li> <li>• Plans, implements, and assesses learner-centered lessons.</li> <li>• Creates and grades assessments.</li> <li>• Allows time for reflection (i.e. observation follow up forms, triad conferences).</li> <li>• Attends all seminar sessions during the semester.</li> <li>• Attends additional professional development seminars.</li> <li>• Exhibits dispositions associated with CSU College of Education.</li> <li>• Submits completed edTPA on time for external evaluation.</li> <li>• Arranges for video recording of lesson to be used in edTPA, including supplying media on which to record.</li> <li>• Completes on-line modules to meet Ohio Department of Higher Education requirements for new teachers.</li> <li>• Completes all Taskstream Checkpoint 3 requirements at “meets expectation” level of quality.</li> </ul>
<p>Mentor</p>	<ul style="list-style-type: none"> <li>• Is present in the classroom whenever the Intern is teaching.</li> <li>• Models effective instructional practices, offers orientation to the classroom, provides materials and advice for intern’s lesson plans, fosters intern’s independent teaching with minimal co-teaching.</li> <li>• Facilitates intern’s participation in duties outside of classroom teaching.</li> <li>• Observes intern and completes two formal observation forms in weeks 3 or 4 and 7 or 8 and sends to university supervisor.</li> <li>• Facilitates reflections on experience (i.e. informally, triad conferences) and participates in a formative consensus meeting mid-way through the term and a summative evaluation of the intern with the university supervisor at the end of the term (consensus meeting).</li> <li>• Writes a letter of recommendation at the end of the experience.</li> </ul>
<p>University Supervisor</p>	<ul style="list-style-type: none"> <li>• Provides formative feedback on lesson plans and project-based unit.</li> <li>• Observes intern and completes a minimum of three formal observations.</li> <li>• May assist with video recording lesson for the teacher performance assessment (edTPA).</li> <li>• Facilitates reflections on experiences, including triad conferences.</li> <li>• Establishes protocol for a formative consensus meeting and ensures it occurs mid-way through the term with mentor teacher, supervisor and apprentice teacher and for a summative consensus meeting at the end of the term. Inputs results into Taskstream.</li> <li>• Reviews all work uploaded to Taskstream.</li> <li>• Writes a letter of recommendation at the end of the experience.</li> </ul>



### Lesson observations by University Supervisor

Observations should ideally take place during the fifth/sixth, eighth/ninth and eleventh/twelfth weeks of the experience, with one observation during the unit that is the focus of the edTPA. **To facilitate the virtual observations, students will need to submit documentation from the district to allow for video observation.**

A draft of lesson plans must be sent to the supervisor 48 hours prior to the scheduled observation. The observation follow-up reflection form should be completed and sent to the supervisor within 48 hours of the observation. A completed formal observation consists of a lesson plan, observation feedback form, and an observation reflection form. Each of these documents should be in your Google Docs folder that has the pre-assigned privileges for access assigned to you, your supervisor and CSUTeach.

In addition to formal observations by the CSU supervisor, a midterm consensus conference and evaluation will be held with the mentor teacher in the sixth week and a final conference and evaluation will be held after the twelfth week (completion) of the experience.

### VI. Grading criteria

Assessment Component	Grading Calculation
Triad final assessment (1)	The overall average score from this assessment will make up 75% of your final grade. A 2.0 average score is a minimum passing score.
Critical Incidents Reflection (5) Post-observation reflection for learning cycle (3) Professional Preparation Doc – Prof Dev Plan	Average scores on your reflections will be averaged with your average score on the Professional Development Plan and that score will make up 25% of your final grade.
Mentor Observations (2) University Supervisor Observations/Lrning Cycles (3)	Progressive improvement over time in exhibiting more characteristics of good teaching is required. All items are required to complete course.
edTPA Triad self assessments with narrative (2) Professional Preparation Doc - Resume Professional Preparation Doc – Cover letter Professional Preparation Doc – Philosophy Seminar attendance No dispositional concerns outstanding at end of term	All these items must be completed to pass the course and uploaded to Taskstream or Google Drive, or sent to your university supervisor, as appropriate.

<b>Grade</b>	A	A-	B+	B	B-	C+	C	D	F
<b>Score</b>	> 2.6	2.5	2.4	2.3	2.2	2.1	2.0	>2.0 >1.5	1.5 or less

*See calendar for deadlines and due dates*

N.B. Not meeting all the requirements above will result in a failing grade for student teaching. A passing grade is required to complete licensure.

***Plagiarism and cheating are not acceptable. Instances of either are subject to the university discipline policy and receipt of a failing grade for the course.***

## **VII. Course Policies**

### **A. Attendance/engagement policy.**

Students are expected to be in attendance at every class session 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 the professor if there are reasons that you cannot meet an assignment deadline in advance of the deadline.

### **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.

1. 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.
2. 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.
3. 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](mailto: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 [BlackBoard](#).
  - Call the 24/7 Blackboard Help Desk at 216-687-5050 and select option #2 for Blackboard Support
  - [24/7 Blackboard Support Live Chat](#) is available.
- For general information or questions about eLearning, students may contact the Center for eLearning via phone (216-687-3960) or email ([elearning@csuohio.edu](mailto:elearning@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.
  - Issues with Google Drive – contact Jim Kilbane, [j.f.kilbane@csuohio.edu](mailto:j.f.kilbane@csuohio.edu)
- F. 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, the next step is to present your concerns in writing to the Chair of the Department of Teacher Education, Dr. Dr. Debbie Jackson, for her review, investigation and moderation of the dispute.
- You are encouraged to discuss any concerns regarding this course with your supervisor who will make every effort to address these concerns and resolve them.
- G. Email. Dr. Kilbane generally checks email twice a day during the week and occasionally on the weekends.
- H. Course Adjustments. 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 needs of the class.

## VIII. Bibliography

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**IX. Course Outline**

**CALENDAR OF COURSE ACTIVITIES FALL 2020**

In these unprecedented times we are committed to supporting you throughout your internship. With an understanding of necessary flexibility in response to the coronavirus pandemic, the following is a suggested timeline:

Session/ Date	Class Topics	Readings/Assignments Due:
<b>Week 1</b>	<u>edTPA resources</u> <u>Prepping the edTPA</u> <u>Review of course</u>	~ Begin field experience ~ Check-in with supervisor about how field experience is going ~ Taskstream/Google Review
<b>Week 2</b>	<u>No Session</u>	
<b>Week 3</b>	<u>Standards</u> <u>Fostering thinking &amp; questioning</u>	~ edTPA context for learning completed ~ Prep for Critical Incident Discussion 1 by taking field notes on an incident(s) around mathematical or scientific discourse and use of academic language to communicate
<b>Week 4</b>	<u>Employment Docs</u> <u>Critical incident discussion #1</u>	~ Begin teaching full load this week ~ First mentor observation completed by the end of this week
<b>Week 5</b>	<u>Special Education</u> <u>Teacher Partnerships</u> <u>Student collaboration</u>	~ Written reflection on first critical incident uploaded to Blackboard

<p><b>Week 6</b> ~</p>	<p><b><u>No Session</u></b></p>	<p>~ <b>First supervisor observation completed by the end of this week</b>  ~ <b>Formative mid-term consensus meeting this week</b>  ~ <b>Self-Evaluation for mid-term consensus evaluation due</b>  ~ <b>Prep for Critical Incident Discussion 2 by taking field notes on an incident(s) establishing and maintaining a positive learning environment</b>  ~ <b>edTPA Unit submitted to Supervisor for review this week</b></p>
<p><b>Week 7</b></p>	<p><b><u>Critical incident discussion #2</u></b>   <b><u>Incident &amp; philosophy activity</u></b></p>	<p>~ <b>Implement edTPA unit (suggested)</b>   ~ <b>Prep for Critical Incident Discussion 3 by taking field notes on an incident(s) around assessment, both formative and summative</b>   ~ <b>Send resume, cover letter, philosophy to your supervisor</b></p>
<p><b>Week 8</b> ~ Midterm ~</p>	<p><b><u>Evaluating Student Work</u></b>   <b><u>Critical incident discussion #3</u></b></p>	<p>~ <b>Implement edTPA unit (suggested)</b>  ~ <b>Second mentor observation completed by the end of this week</b>  ~ <b>Written reflection on second critical incident uploaded to BB</b></p>
<p><b>Week 9</b></p>	<p><b><u>CSU Spring Break</u></b>  <b><u>No Session</u></b></p>	<p>~ <b>Written reflection on third critical incident uploaded to Blackboard</b>  ~ <b>Prep for Critical Incident Discussion 4 by taking field notes on an incident(s) around use of mathematical- or scientific-specific technology to improve student understanding (not generic tools such as powerpoint)</b>  ~ <b>Second supervisor observation completed by the end of this week</b>  ~ <b>Planning Commentary (edTPA) completed this week (suggested)</b></p>
<p><b>Week 10</b></p>	<p><b><u>Critical incident discussion #4</u></b></p>	

	<b><u>Tools/technology to support teaching</u></b>	~ Prep for Critical Incident Discussion 5 by taking field notes on an incident(s) around issues with choosing and implementing rich mathematical or scientific learning tasks.
<b>Week 11</b>	<b><u>Grading</u></b> <b><u>Critical incident discussion #5</u></b>	~ Written reflection on fourth critical incident uploaded to BB ~ Instruction Commentary (edTPA) due this week (suggested)
<b>Week 12</b>	<b><u>edTPA Drop-in Work Session</u></b>	~ Third supervisor observation completed by the end of this week ~ Written reflection on fifth critical incident uploaded to Blackboard ~ Assessment Commentary (edTPA) due this week (suggested)
<b>Week 13</b>	<b><u>edTPA Drop-in Session</u></b>	~ Last week in classroom (if you have twelve weeks in) ~ edTPA due by Tuesday 7 April
<b>Week 14</b>	<b><u>Mock Interviews</u></b> <b><u>Ohio Teacher Evaluation System (OTES) &amp; Value-Added Progress</u></b>	~ Final summative consensus meeting held ~ Self-Evaluation for consensus evaluation due ~ Attendance log to university supervisor
<b>Week 15</b>	<b><u>TESOL</u></b> <b><u>Unions/Employment Law</u></b> <b><u>Legal Issues for teachers</u></b>	~ Professional Development Plan uploaded to Taskstream; choose your supervisor as evaluator.
<b>Week 16</b>	<b><u>No Session – swap for orientation</u></b>	
<b>Final Exam</b>	<b><u>Paperwork Clean-up</u></b>	



