Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu.

Course Description:

Number and Title:

EDUC 4725 (CRN 80457/80458)
Secondary Practicum & Senior Seminar

Credit Hours:

2.0 semester credit hours

Catalog Description:

This course is the practicum portion of the clinical experience in secondary education required during fall semester. The practicum teaching experience is a two-day, in-field, 15-week, directed classroom experience (grades 6-12). Admission to a secondary education program and senior standing are required. Candidates must have proof of liability insurance to participate in the course.
Senior seminar to meet specific requirements of the teacher education program and related experiences in the fall semester internship course. The course is the fall semester seminar portion of the full academic year internship. It is designed to amalgamate and assimilate interns’ field-experiences with theory, investigation, and understanding of best practices for teaching at the secondary level and within specific fields of practice. Special seminar topics for dialogue and discourse will focus on support services for special needs students, classroom management strategies, teaching and learning for diverse learners and effective instruction. Required of all teacher education majors. Must be taken first semester of senior year. Institutional credit only.

**Course Prerequisites and Co-requisites:**

- Acceptance in Secondary Education Programs
- Senior status

**Computer Requirement:**

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to [http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy](http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy).

**Software Requirement:**

To properly access the course content you will need to download the following free software:


**Computer Skill Prerequisites:**

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

**In-class Use of Student Notebook Computers:**
Student notebook computers will be used in the classroom in this course. Computers will be required to access course materials and to communicate with your instructor.

**GeorgiaVIEW / Desire2Learn (Online Classroom):**

On-line activity will take place in Desire2Learn, the virtual classroom for the course.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: “Desire2Learn” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor’s name.

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**Program Learning Outcomes:**

**Conceptual Framework:**
The mission of the Teacher Education Unit is to prepare professional educators who engage in **reflective practice** and who are **competent, caring, committed, collaborative, culturally responsive**, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.

[http://www.clayton.edu/arts-sciences/Teacher-Ed/Standards-Outcomes](http://www.clayton.edu/arts-sciences/Teacher-Ed/Standards-Outcomes)

**Knowledge Base:**
Critical elements for effective teaching include the effective delivery of instruction, which includes the teacher’s ability to address a variety of social, emotional and cultural needs in students as well as the management of both student behavior and classroom routines. Teachers are responsible for providing pupils with appropriate knowledge and skills to become well-educated, responsible members of society. It is critical that pre-service teachers have both the knowledge and authentic experiences for understanding how to develop quality-integrated instruction. Harold Porter (2003) indicates that in order for effective instruction to take place, teachers must use management practices that lead students to become effectively engaged in the learning. Porter also indicates that beginning teachers must have experiences that enable them to effectively deliver instruction that meets the needs of a variety of students.
Course Learning Outcomes:

Interns will demonstrate proficiency in content knowledge, management of the classroom environment, student behavior and delivery of instruction that propagates student learning.

Understandings (Objectives) & Outcomes for EDUC 4725

Upon completion of this course, candidates will demonstrate the following competencies:
(Outcomes # 1-6 identified).

1. **An awareness of instructional models and how they are matched to student needs.** (#2, 3)
2. **An awareness of instructional and assessment techniques** closely aligned with recognized student needs. (#1, 2, 3, 4)
3. **An awareness of appropriate assessment techniques**, with each lesson plan designed and implemented, and attempt to answer the questions “Why am I doing this and why am I doing it this way?” and “How does the teacher know what has been successful in a class period or unit of study?” (#3, 4)
4. **An awareness of classroom management plans.** (#3, 5, 6)
5. **An awareness of a variety of teaching and learning models currently used and endorsed by professional organizations** and an understanding of how to prepare lesson plans that address Georgia Performance Standards through teaching with Understanding by Design and Backward Mapping Models. (#6, 2)
6. Understanding that special emphasis needs to be placed on **how interns meet the diversity of student needs** and/or how successfully they include all students in their instruction. (#3, 6)

All course outcomes are aligned with Clayton State University’s Teacher Education Program Outcomes and the Regents’ Principles for the Preparation of Teachers for the Schools (see The Teacher Education Policy Manual and Teacher Intern Handbook).

Standards:
The course will incorporate professional standards as outlined by the following: Clayton State University Education Unit Outcomes; Interstate New Teacher Assessment and Support Consortium (INTASC); and the International Society for Technology in Education (ISTE) standards for teachers.
See [http://www.clayton.edu/teachered/standardsoutcomes](http://www.clayton.edu/teachered/standardsoutcomes) for a full description of standards.

<table>
<thead>
<tr>
<th>Objectives/Resources</th>
<th>Program Outcomes</th>
<th>AMLE</th>
<th>INTASC</th>
<th>ISTE</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and write lesson plans that</td>
<td>I, II, IV, VI</td>
<td>1,2,4</td>
<td>1-5</td>
<td>2</td>
<td>Dispositions Lesson Plan</td>
</tr>
<tr>
<td>include the necessary modifications in order to meet the needs of all students</td>
<td>II, III, IV, V, VI</td>
<td>4</td>
<td>1,4,7</td>
<td>Rubric Intern Keys Rubric edTPA Task 1 Mentor and Supervisor Observations</td>
<td></td>
</tr>
<tr>
<td>Plan and teach lessons to students that include the use of technology and a variety of teaching strategies (grades 4-8) reflecting the dimensions of the effective teaching practices as reflected in the Clayton State Unit Outcomes</td>
<td>II, III, IV, V, VI</td>
<td>1,2,4</td>
<td>1,2,3,6</td>
<td>Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 edTPA Task 3 Mentor and Supervisor Observations</td>
<td></td>
</tr>
<tr>
<td>Apply various assessment procedures, formal/informal, appropriately to all lessons taught</td>
<td>I</td>
<td>4.c</td>
<td>8</td>
<td>2</td>
<td>Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 edTPA Task 3 Mentor and Supervisor Observations</td>
</tr>
<tr>
<td>Plan a three/four week lesson unit (work sample) that clearly indicates the learning gains of the students</td>
<td>II, III, IV</td>
<td>1,2,4</td>
<td>1,2,3,6</td>
<td>1-4</td>
<td>Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 edTPA Task 3 Student Learning Analysis Mentor and Supervisor Observations</td>
</tr>
<tr>
<td>Communicate effectively and professionally with school administrators, mentor teachers, learner, families and peers</td>
<td>V, VI</td>
<td>5</td>
<td>10</td>
<td>2c, 5</td>
<td>Dispositions Intern Keys Rubric edTPA Task 3 Mentor and Supervisor Observations</td>
</tr>
<tr>
<td></td>
<td>I, II, III, IV,</td>
<td>1-5</td>
<td>1-8</td>
<td></td>
<td>Dispositions</td>
</tr>
</tbody>
</table>
Successfully complete six weeks of full time teaching

| Successfully complete a teacher portfolio and performance assessment demonstrating knowledge, skills, and dispositions appropriate to the profession. | I, II, III, IV, V, VI | 1-5 | 1-10 | 1-5 | Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 Mentor and Supervisor Observations |

**Technology:**
The use of technology will be imbedded in daily assignments and course presentations. Specific attention will be given to the use of LiveText programs for developing electronic portfolios, and to the utilization of Internet sites and web-based education technologies as a source for creative and successful planning for instructional purposes.

**Diversity/Multiculturalism:**
How to address issues of diversity among the school-aged, adolescent population is a major theme throughout the CSU Teacher Education curriculum. Meeting the individual needs of students in a multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development, are incorporated as major components of every topic in the course curriculum.

**Professionalism:**
Effective teachers are committed to the teaching philosophy of differentiated instruction and to the profession’s Code of Ethics. Interns will demonstrate the proficiencies of differentiated instruction; will establish positive, supportive relationships and appropriate communication with students, colleagues, parents, community members, and outside agencies; and will maintain the highest standards of ethical behavior as stated in the PSC Code of Ethics. A record of students’ attendance, punctuality and general professional behavior will be kept. Refer to the Teacher Education Handbook regarding specific professional expectations related to professional dress and appearance.
Term:

Fall Semester 2017

Instructor Information:

Instructor:

Dr. Elfer (Monday night seminar only)

Office:

Arts and Sciences, RM 110P

Office hours:

Monday: 12:30 PM – 2:00 PM
Tuesday: 11:15 AM – 12:15 PM
Wednesday: 12:30 PM – 2:00 PM
***By appointment outside of the times listed

Class Meetings:

Classroom:

Arts & Sciences, G-221

Class times:

Monday, 5:00-6:15 PM

Textbook Information:

Text:

TBA

Evaluation:
Student evaluations in EDUC 4725 are determined through participation in the Monday night seminar, the completion of seminar assignments, and the fulfillment of duties and responsibilities in the field placement. Drs. Charles Elfer and Patricia Smith will generally coordinate the Monday night meetings, while the supervisory tasks will be completed by Ms. Rosetta Riddle and Dr. Mary Hollowell. Roughly half of the course grade is determined through the seminar, the remaining portion through the field experience.

<table>
<thead>
<tr>
<th>Percentage of Grade</th>
<th>Required Criteria</th>
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<tbody>
<tr>
<td>20%</td>
<td>Task Practices (Tasks #1-3)</td>
</tr>
<tr>
<td>5%</td>
<td>Context for Learning (EdTPA)</td>
</tr>
<tr>
<td>10%</td>
<td>School Context Analysis</td>
</tr>
<tr>
<td>10%</td>
<td>Developing Philosophy</td>
</tr>
<tr>
<td>10%</td>
<td>Diversity Self-Reflection</td>
</tr>
</tbody>
</table>

45% Field Experience – Mentor Evals., Supervisor Evals., Attendance & Participation (Field Logs), Dispositions, Monthly Modules, etc.

Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

Mid-term Progress Report:

The mid-term grade in this course, which will be issued on September 30th, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on October 6th. Instructions for withdrawing are provided at this link.
The last day to withdraw without academic penalty is Friday, October 6th, 2017.

Field Experience Schedule:

1.5 days per week. Tuesdays & Thursdays.

Seminar Schedule:

Monday, 5-6:15PM. G-221/G-101

EdTPA and Seminar Schedules to be provided on Day#1 of the fall seminar.

***Last Day to Withdraw and Receive a W is October 6th.

Course Policies:

General Policy
Students must abide by policies in the Clayton State University Student Resource Handbook, and the Basic Undergraduate Student Responsibilities.

University Attendance Policy
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy
Attendance is expected for all class periods. Attendance is required for quiz and examination periods. Any absence must be accompanied by a written excuse from a doctor or other competent authority.

More than one absence will result in a letter grade deduction.
Two late arrivals are equivalent to an absence.

Missed Work
Without a valid excuse, a grade of zero points will be assigned for the missed work.

Academic Dishonesty
Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

Plagiarism Detection Software.
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

Disruption of the Learning Environment
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at:

http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf

Writing Assistance
The Writers' Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular
appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in writing workshops. In these workshops, faculty and consultants will guide you in discussions and activities important to academic writing topics. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

Visit our website for more information: http://clayton.edu/writersstudio.

There you will find a link to register for appointments online: http://clayton.mywconline.com

You will need to do a one-time registration. Simply click on the “Click here to register” link once at MYWCONLINE.

Weapons on Campus
Clayton State University is committed to providing a safe environment for our students, faculty, staff, and visitors. Information on laws and policies regulating weapons on campus are available at http://www.clayton.edu/public-safety/Safety-Security/Weapons

Other Policies
1. Each student is expected to come to class prepared having completed assigned readings, assignments, etc. Punctuality is expected.

2. Turn your phones off. Don’t search the net during class.

3. If an issue arises, contact the instructor sooner rather than later. Most concerns can be resolved with adequate and timely communication.

4. Be nice.

5. No whining, no excuses.

6. Participate

Operation Study
At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for
use in the University Bookstore) and other items. See the following site for details:

http://www.clayton.edu/operation-study

Important dates:

Last day to withdraw without academic penalty: Friday, October 6th, 2017.