Course Description:

Number and Title:

EDUC 4725 (CRN 80250)
Secondary Practicum & Senior Seminar

Credit Hours:

3.0 semester credit hours (3-0-3)

Catalog Description:

This course is the practicum portion of the clinical experience in secondary education required during fall semester of the senior year. The practicum teaching experience is a 1.5 day, 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.
EDUC 4725 includes a senior seminar to meet specific requirements of the teacher education program and related experiences to the spring semester internship course. The seminar is designed to 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. Additionally, a large portion of the seminar course will be organized around the EdTPA. 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.

Software Requirement:

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

- Adobe Reader (needed to access files in PDF format): http://get.adobe.com/reader/
- Adobe Flash (needed to access video content): http://get.adobe.com/flashplayer/

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™
Only use your CSU e-mail account or the e-mail system included in D2L to communicate academic information to your instructor.

- 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.

**Desire2Learn (Online Classroom):**

On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L is a course requirement.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: “D2L” 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 of 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 include the necessary modifications in order to meet the needs of all students</td>
<td>I, II, IV, VI</td>
<td>1,2,4</td>
<td>1-5</td>
<td>2</td>
<td>Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 Mentor and Supervisor Observations</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>4</td>
<td>1,4,7</td>
<td>3</td>
<td>Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 Mentor and Supervisor Observations</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</td>
</tr>
<tr>
<td>Task</td>
<td>Observations</td>
<td>I, II, III, IV, V, VI</td>
<td>1-5</td>
<td>1-8</td>
<td>1-10</td>
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<tr>
<td>Communicate effectively and professionally with school administrators, mentor teachers, learner, families and peers</td>
<td>V, VI</td>
<td></td>
<td>5</td>
<td>10</td>
<td>2c, 5</td>
</tr>
<tr>
<td>Successfully complete six weeks of full time teaching</td>
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<tr>
<td>Successfully complete a teacher portfolio and performance assessment demonstrating knowledge, skills, and dispositions appropriate to the profession.</td>
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</table>

**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 diversity among the adolescent middle school population is a major theme throughout the CSU Teacher Education curriculum. Diversity and multiculturalism are essential to the middle school philosophy, and are constant challenges to middle school educators as they create varied teaching and learning approaches. 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’s 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.

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**Term:**

Fall Semester 2018

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**Instructor Information:**

**Instructor:**

Dr. Charles Elfer  
phone: (678).466.4884  
e-mail: charleselfer@clayton.edu  
internet: http://faculty.clayton.edu/celfer

**Office:**

Arts & Sciences, RM 110P

**Office hours:**

Mondays and Wednesdays, 12:30-2:00PM;  
Tuesdays, 4:00-5:00PM;  
Other times by appointment

**Class Meetings:**

**Classroom:**

Arts & Sciences, RM G101
Class times:
Mondays, 5:00PM – 6:15PM

Textbook Information:

Text:

- Livetext Field Experience
  CODE: csuintern2018
- EdTPA Handbook

Evaluation:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Required Criteria</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>EdTPA Training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Task Practices (10% each)</td>
<td>T1A - B: Sept. 24, Oct 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T2: Nov. 5</td>
</tr>
<tr>
<td></td>
<td>(See EdTPA handbook for rubrics)</td>
<td>T3: Nov. 26</td>
</tr>
<tr>
<td>35%</td>
<td>Practicum Seminar*</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Attendance and Participation (10%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Context Analysis, w/ Learning Styles Inventory (10%)</td>
<td>Oct. 17</td>
</tr>
<tr>
<td></td>
<td>Philosophy of Education (10%)</td>
<td>Oct. 29</td>
</tr>
<tr>
<td></td>
<td>Diversity self-assessment, includes video (10%)</td>
<td>Dec. 3</td>
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<tr>
<td>35%</td>
<td>Field Experience –</td>
<td></td>
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<tr>
<td></td>
<td>Mentor Evals., Supervisor Evals.,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance &amp; Participation (Field Logs), Modules, Dispositions, etc.</td>
<td></td>
</tr>
</tbody>
</table>
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 by September 28, 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, by mid-term, which occurs on October 5. Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is Friday, October 5, 2018.
## Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 13</td>
<td>Course Introduction, School Context I</td>
</tr>
<tr>
<td>August 27</td>
<td>School Context II; Check-ins</td>
</tr>
<tr>
<td>September 17</td>
<td>Classroom Management (<em>Joint Meeting</em>) (School Context Due)</td>
</tr>
<tr>
<td>September 24</td>
<td>Developing Philosophy I; Check-ins (Revised Management Plan from 3200 Due)</td>
</tr>
<tr>
<td>October 15</td>
<td>Technology (<em>Joint Meeting</em>)</td>
</tr>
<tr>
<td>October 29</td>
<td>Cultural Diversity (<em>Joint Meeting</em>) (Philosophy Due)</td>
</tr>
<tr>
<td>November 12</td>
<td>Diversity Self-Assessment I</td>
</tr>
<tr>
<td>November 19</td>
<td>No Class, but 10-minute video Due</td>
</tr>
<tr>
<td>December 3</td>
<td>Diversity Self-Assessment II – Assignment Due with Presentation</td>
</tr>
</tbody>
</table>

## Course Policies:

**General Policy**

Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities. The Student Handbook is part of the Academic Catalog and Student Handbook.

**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. Any absence must be accompanied by a written excuse from a doctor or other competent authority. Even with an excuse, excess absences will adversely affect student grades and may result in course failure.

**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.

More detailed descriptions of examples of disruptive behavior are provided in the Code of Conduct and Disciplinary Procedures sections of the Clayton State University Academic Catalog and Student Handbook.
Center for Academic Success
The Center for Academic Success (CAS) provides personalized one-on-one peer and professional staff tutoring in over 100 core subjects. The Center is located in Edgewater Hall Suite 276. The CAS also offers moderated study groups, informal study sessions, a comfortable study environment, a student study lounge, and it's all free! Use the CAS if you need help; become a tutor if you don’t. For more information you can email the center at thecas@clayton.edu

Writing Assistance
The goal of the Writers’ Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers’ Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here’s The Writers’ Studio’s contact information:

Location: Arts & Sciences Building, Room G-224
Phone: 678.466.4728
Email: ws224@clayton.edu
Website: http://clayton.edu/writers

Visit The Writers’ Studio at http://clayton.edu/writers or schedule your appointment online at https://csu.campus.eab.com (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

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.

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**Important dates:**

Last day to withdraw without academic penalty: Friday, October 5, 2018.

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*Last update: June 11, 2018*