Catalogue Course Description: This course is a clinical experience in secondary education, during spring semester. Student teaching is a full-time (content-specific, in-field), 15-week, directed classroom experience (grades 6-12). Student teachers, under the direction of a mentor teacher, take increasing responsibility for learners and engage in many of the activities that constitute the range of a teachers assigned duties. Emphasis will be placed on working with diverse and special needs learners within the regular classroom, utilizing technology, managing classrooms, understanding assessment, and familiarizing oneself with the school, its resources, and surrounding community. Additionally, interns must attend an on-campus seminar one afternoon per week taught by CSU faculty members and/or resource persons. Admission to a bachelors program in biology, history, English, or mathematics with emphasis in secondary education and senior standing are required. Candidates must have proof of liability insurance to participate in the course.

Course Prerequisites: Admission to the Secondary Education Certification program.

Credit Hours: 3.0 semester credit hours

Class Meetings: M-F with Teacher Mentor in Field. See Intern Handbook for specific guidelines regarding the internship experience.

Name and School: Arts & Sciences
G205 – Department of Teacher Education

Content Supervisor: Dr. Emily Harbert
(678) 466-4795

E-mail Address: EmilyHarbert@clayton.edu

Instructor Office Hours and Location:
Lakeview Discovery & Science Center, Room 235E
MW: 2:00 p.m. – 5:00 p.m.
Other times by appointment

Textbooks: LiveText with Field Experience Module (FEM) is required. Students may complete selected readings and handouts that are supplied by the instructor.
Course Objectives & Outcomes for EDUC 4730
Upon completion of this course, candidates will demonstrate the following competencies:
(Outcomes # 1-6 identified) (Assessments identified).

1. An understanding of planning responsibilities, especially the organization of a classroom for instruction. (#2, 5) (Intern Keys and edTPA)
2. An understanding of policies and procedures of individual school communities. (#3, 4, 5) (edTPA, Diversity, Dispositions)
3. Community and environmental issues that impact student learning and resources available within the school and the community. (#1) (Diversity, edTPA, Intern Keys)
4. Familiarity with school and classroom schedules and procedures necessary for seamless organization, transition and instructional opportunities. (#1, 3, 5) (Intern Keys, Dispositions)
5. An understanding of assessment and grading procedures and of systems for keeping and reporting student’s records that provide review of students’ progress at any point. (#3,4) (Intern Keys, edTPA, Form A2)
6. Implementation of classroom management plans developed through observations of a variety of classrooms, reflections on observations, and dialogue with mentor teachers about techniques of interest to the interns. (#3, 5, 6) (Intern Keys, Dispositions Assessment, Form A2)
7. Experience with a variety of models for professional critique most effective for teachers’ personal professional growth. (#6) edTPA, Dispositions, Lesson Planning and Diversity Assessments
8. 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) (Intern Keys, Dispositions and Diversity Assessments, Content-Specific Assessments)
9. Awareness and implementation of assessment of teaching and learning, according to the Understanding by Design model (#1, 2, 3, 4) (Intern Keys, edTPA, Lesson Planning and Form A2)
10. Awareness of backward mapping and use of essential questions in lesson planning (#2,3,4) (Lesson Planning and Form A2)

All course outcomes are aligned with Clayton State University’s Teacher Education Program Outcomes (see Handbook for Students, 2014-2015).

Course Requirements
✓ Extended field hours expected for school events during the intern’s assignment.
✓ A minimum of 40 hours per week (M-F) during the spring semester in the assigned elementary/middle school.
✓ Completion of edTPA Tasks 1-3 in LiveText.
✓ Teacher Work Sample Unit (approved by content supervisors) and six consecutive weeks of full-time teaching
✓ RECORDS OF FIELD EXPERIENCES (timesheets in LiveText FEM), and a journal of field experience reflections.

Grading and Evaluation: Grading in this course is based on the intern’s continued performance in the field (Goal 1). Assessments include 1) Georgia Intern Keys Assessment (Mentor, Content Supervisor,
Education Supervisor), 2) Dispositions Assessment (Mentor, Content Supervisor, Education Supervisor), 3) Diversity Assessment (Mentor, Content Supervisor, Education Supervisor), and 4) Lesson Planning Forms (Content Supervisor). Refer to the intern handbook for specific assessment forms and professional expectations. **Candidates must complete lesson plans using the Clayton State University Department of Teacher Education Lesson plan form and submit them to their supervisor prior to or at the time of the supervisors visit (please see your supervisor for more details).** Data collected is observational and reported in both quantitative and qualitative formats. **Grades are based on the preponderance of evidence from all assessment sources and consultations with observers (including dispositions, attendance and mentor feedback).** Supervisors will use input from the mentor teachers when deciding the grade for the candidate.

**Grading:**

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**Course Materials:** Loose-leaf/three ring binder and/or folder for field experience reflections, weekly and end-of-semester assessment evaluation forms. Intern Handbook, edTPA handbooks and Making Good Choices Document.

**Course Policies:**

**Note:** Refer to the Teacher Education Handbook for Students for a comprehensive description of policies.

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

**University Attendance Policy:** Students are expected to attend and participate in every class meeting (every day of the internship). 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 a failing grade.

**Course Attendance Policy:** Students are expected to attend every day of the internship. If students miss a day (due to an excused absence only) they will be asked to make up the day(s) at the end of the semester. More than three unexcused absences may result in receiving a dispositions hearing or an administrative withdrawal from the course.

**Mid-term Progress Report:** The mid-term grade in this course will be issued according to the midterm schedule. 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. The last day to withdraw without academic accountability is stipulated on the Clayton State University academic calendar. *Because this course is an Internship a mid-term grade is not required. If you do not receive a mid-term grade, but would like to know how you are doing in the course at mid-point, please contact your supervisor.*

**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. **Cell phones should be turned off during class.** More detailed examples of disruptive behavior and appeal procedures are provided at [http://www.clayton.edu/portals/5/disruptiveclassroombehavior.pdf](http://www.clayton.edu/portals/5/disruptiveclassroombehavior.pdf)

*Although they may not be disruptive, students may not bring children to the classroom.*

**Academic Integrity:** Academic integrity is of paramount importance at Clayton State University. Students are expected to abide by the Student Code of Conduct as outlined in the Clayton State University Student Handbook. All instances of academic dishonesty will be reported to the Office of Student Life/Judicial Affairs. Judicial procedures are described at [http://adminservices.clayton.edu/judicial/](http://adminservices.clayton.edu/judicial/)

**Missed Work:** If students have extenuating circumstances which prevent them from completing their work, they must contact the instructor by email within 24 hours of the due date. Depending on the circumstances, the instructor may extend the deadline, assign a zero, or deduct points for work submitted late. When allowed, make-up work must be completed within one week of the due date.

**Standards for written work:** All written assignments must be typed. Font size and type should be 11- or 12-point Times New Roman. All assignments should observe Standard English and be proofread for errors.

**Computer Requirement:** The class meets in k-12 schools in the metro Atlanta area. The course does not meet on-line. 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. For further information on CSU’s Official Notebook Computer Policy, please go to [http://itpchoice.clayton.edu/policy.htm](http://itpchoice.clayton.edu/policy.htm)

**Computer Skill Prerequisites:**
Able to use the Windows operating system
Able to use Microsoft Office (e.g., Word, PowerPoint)
Able to send and receive email using Microsoft Outlook or Outlook Express
Able to attach and retrieve attached files via email
Able to use a Web browser

**Use of Student Notebook Computers:** Computers will be used in EDUC 4720 for communication and assignments. Students will use their notebook computers to access course resources, grades, and communication tools via LiveText and **Desire 2Learn**.

**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 see: [http://www.clayton.edu/teachered/Standards-Outcomes](http://www.clayton.edu/teachered/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.

Professional standards: The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations. Please refer to the course correlation matrices located at the following web site: http://www.clayton.edu/teachered/Standards-Outcomes

Technology: The use of technology will be imbedded in daily assignments and course presentations. Specific attention will be given to the use of PowerPoint as an instructional tool, to the utilization of LiveText in maintaining electronic portfolios, and to the utilization of Internet sites 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 a 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.

Standards: The course will address professional standards as outlined by the following: CSU Teacher Education Program Outcomes, Association for Middle Level Education (AMLE), Interstate New Teacher Assessment and Support Consortium (INTASC), Common Core Georgia Performance Standards (CCGPS), GA-International Society for Technology in Education (GA-ISTE), National Council of Teachers of Mathematics (NCTM) National Council of Teachers of English (NCTE), National Sciences Teachers Association (NSCTA), and National Council for the Social Studies (NCSS).
Professionalism is an area of continued emphasis throughout the senior internship experience. 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.
The Teacher Education Unit Outcomes enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the program. During the program sequence, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors and to INTASC Principles and essential knowledge (k), skills (s) and dispositions (d) as relevant.

1. **Diagnoses Learning Needs** - The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners’ strengths and areas to be developed. (INTASC 1, 2, 3, 6—Collaborative, Reflective, Competent—Skills)
   a. Assesses student knowledge with methods appropriate to the learning goals and objectives (1a. s)
   b. Synthesizes information from assessment data (1b. s)
   c. Uses assessment processes appropriate to all student academic development (1c. s)
   d. Reflects on diagnosis and assessment of learning in teaching experiences for modifying instruction appropriate for all learners (1d. s)

2. **Plans for Student Learning** - The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction. (INTASC 1, 2, 3, 4, 5, 6, 7, 8—Reflective, Competent, Caring—Knowledge—Skills)
   a. Uses student input and information from diagnosis of student learning needs in developing learning goals and objectives (2a. s)
   b. Plans for use of a variety of instructional strategies to address learners with diverse learning styles and special needs (2b. k, s)
   c. Evaluates teaching resources and curriculum materials, including educational technology for effectiveness, completeness and accuracy and plans for their appropriate use (2c. k, s)
   d. Plans equitable teaching/learning processes to address learners from diverse cultural backgrounds and with exceptionalities (2d. k, s)
   e. Plans lessons which incorporate authentic situations, previous learning and interdisciplinary content (2e. k, s)
   f. Reflects on planning for student learning (2f. s)

3. **Facilitates Student Learning** - The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,8—Reflective, Competent, Caring—Knowledge—Skills)
   a. Employs effective classroom management techniques (3a. s)
   b. Uses individual and group motivation techniques for encouraging positive social interaction and self-involvement (3b.)
   c. Encourages individual participation while directing group activity (3c. s)
   d. Uses multiple resources (human, media, technology) effectively for instruction (3d. k, s)

4. **Demonstrates Appropriate Knowledge** - The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field.
(INTASC 4, 5, 9—Competent—Knowledge—Skills)

a. Communicates effectively, incorporating the use of technology when appropriate (4a. k, s)
b. Demonstrates discipline knowledge appropriate to the chosen teaching field (4b. k)
c. Integrates knowledge across disciplines, including multicultural and global perspectives (4c. k)
d. Accesses knowledge to stay current in one’s field (4d. k)
e. Reflects on one’s strength and weaknesses as a learner (4e. s)

5. Fosters Student Well-being to Support Learning - The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well-being and learning. (INTASC 1, 2, 3, 7, 9, 10—Collaborative, Caring, Committed—Skills)

a. Identifies socio-cultural factors beyond the school that hamper student learning and uses resources within the school and community to mitigate these factors (5a. s)
b. Communicates with parents or guardians as an essential activity in promoting student well-being and learning (5b. s)
c. Reflects on use of community resources and interactions with parents and school colleagues to improve the well-being of all learners (5c. s)

6. Assumes the Role of a Professional Teacher - The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society. (INTASC 3, 4, 9, 10—Competent, Collaborative, Caring, Committed—Knowledge—Skills—Dispositions)

a. Demonstrates an awareness of the political, legal, and ethical issues that impact on professional practices (6a. k, d)
b. Works collaboratively with colleagues as a professional (6b. d)
c. Values using technology as a professional resource and a management tool (6c. s)
d. Reflects on professional development as an on-going process (6d. s)
e. Exhibits the professional dispositions of a teacher (6e. d)
   - Maintains a professional appearance
   - Communicates effectively with all stakeholders
   - Maintains regular attendance
   - Maintains positive attitude and character
   - Is collaborative and participatory
   - Demonstrates a strong work ethic
   - Shows respect for the profession
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<tr>
<th>Teacher Education Unit Outcomes</th>
<th>Conceptual Framework Descriptors</th>
<th>Correlation with INTASC Principles</th>
<th>Knowledge, Skills &amp; Dispositions</th>
<th>Assessments</th>
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<td><strong>Outcome 6. Assumes the Role of a Professional Teacher</strong></td>
<td>Competent Collaborative Caring Committed</td>
<td>Principles: 3. Learning Environments 4. Content Knowledge 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration</td>
<td>6a.-6e. Knowledge, Skills, Dispositions -has a professional appearance and attendance -has positive attitude and character -is collaborative and participatory -has strong work ethic -has respect for the profession</td>
<td>-Dispositions Rubric -Class work -Reflections -University and Mentor teacher Observations -Field Experiences -edTPA Rubric 10 -Portfolio -Exit Review-Interview</td>
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**NATIONAL ASSOCIATIONS:**

[Association For Middle Level Education](#)
AMLE advances the education of all students ages 10 to 15, helping them succeed as learners and make positive contributions to their communities and to the world.
From: www.amle.org

**National Council For the Social Studies**
Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies.
From: www.socialstudies.org/about

**National Science Teachers Association**
National Science Teachers Association, headquartered in Arlington. Site has extensive collection of information about the teaching of science.
From: www.nsta.org/

**National Council of Teachers of Mathematics**
National Council of Teachers of Mathematics 1906 Association Drive, Reston, VA 20191-1502 TEL: (703) 620-9840 | FAX: (703) 476-2970...
From: www.nctm.org/

**Mathematics Teacher**
An official journal of the National Council of Teachers of Mathematics. A sample of the printed version.
From: www.nctm.org/mt/mt.htm

**School Science and Mathematics Association**
Journal Publisher for Teacher Educators and Teachers of K-12 Science and Mathematics founded 1901 "Integrating Science and Mathematics...
From: www.ssma.org/

**National Council of Teachers of English**
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**NCTE - Secondary Section**
National Council of Teachers of English. All rights reserved in all media.
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**NCTE - Elementary Section**
National Council of Teachers of English. All rights reserved in all media.
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