



Course Number: EDUC 4720 CRN: 20291; 20292; 20293
Course Title: Middle Level Internship II
Semester and Year: Spring Semester 2020

In-field Assignments: All day; Monday-Friday during Spring Semester
Name and School: Arts & Sciences; Local Middle Schools

Field Supervisors: Dr. LaTasha Adams- latashaadams@clayton.edu
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Office hours: In Field or as needed

Books: LiveText FEM (required)
Selected Readings

Course Materials: [LiveBinder – Digital Field Experience Handbook](#)
3-ring Notebook for required checklist items

Catalogue Course Description:

This course is the Spring Semester portion of the academic year long internship that introduces interns to the middle school, its support services and school community agencies. Students must participate in preplanning and the first week of classes. They maintain weekly contact (minimum of nine hours) with their assigned school. The mentor teachers and interns implement a co-teaching model that allows the interns to observe, practice, assess, and reflect best teaching practices. Interns focus attention on the diversity of pupils, special needs of learners, and individual learning styles as well as how learning is influenced. Admission to the teacher education program is required. Pre-requisites: EDUC 3010 with a minimum grade of C, EDUC 3000 with a minimum grade of C, EDUC 3001 with a minimum grade of C, EDUC 3100 with a minimum grade of C, EDUC 3350 with a minimum grade of C; Corequisite: EDUC 4001

Teacher Education Policy:

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/arts-sciences/teachered/standardsoutcomes>

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. The complete CSU Teacher Education Unit Conceptual Framework can be found at www.clayton.edu/teachered



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.

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>.

Only use your CSU e-mail account to communicate academic information to your instructor. It is important that you check your email at least twice a day, as well as responding to emails in a timely manner.

Software Requirement:

During the semester there may be times you need to access content by downloading 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:

Students should be able to:

- use the WindowsTM operating system
- use Microsoft WordTM word processing
- use PowerPointTM or other presentation software
- send and receive e-mail using OutlookTM
- attach and retrieve attached files via email
- use a Web browser
- use LiveText for documentation of practicum
- use apps involved in recording and downloading video

It is inappropriate and unprofessional to text, visit social media sites or do other coursework while you are in class at your placement school. Cell phones should be on silent and out of site.

Desire2Learn (D2L):

On-line activity may take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L may be required. 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.

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. Professionalism is an area of continued emphasis throughout the senior internship experience (#6). A record of students' attendance, punctuality and general professional behavior will be kept. Refer to your [online handbook](#) regarding specific professional expectations relating to professional dress and appearance.

Course Requirements:

- Extended field hours during the preplanning and the first week of middle school intern assignment in early January.
- Interns will be at the school site everyday during the internship.
- Consistent, timely and professional communication
- Completion of items on the Spring Practicum Checklist
- Keeping required notebook up to date with required documentation
- Submission of all End-of-semester Records.

Course Assessment and Evaluation:

Grading for this course comes from several sources: Observations, mentor forms in LiveText, supervisor forms in LiveText, attendance as noted and verified by your mentor in LiveText, any behavior or action that is reported and has caused harm to students or the classroom environment (e.g., lack of preparation, lack of content knowledge, inappropriate behavior with students or teachers, etc.), professionalism, prompt and consistent communication, and your notebook checks containing required items in the Fall Practicum Checklist (see below).

| Evaluation: | Points | Grading: | |
|---|---------------|-----------------|----------------------|
| Agenda modules: 4@2.5 points | 10 | | |
| Monthly time entries on LiveText: 4@2.5 points | 10 | A | 90 – 100% |
| Monthly A-2 forms and activity logs: 4@5 points | 20 | B | 80 – 89% |
| Intern Keys on LiveText: 2@2.5 points | 5 | C | 70 – 79% |
| Disposition Assessments on LiveText: 2@2.5 | 5 | D | 60 – 69% |
| Monthly Lesson Plan Preparation for Observation: 3@5 | 15 | F | Below 60% |
| Teaching of Monthly Lesson Plan/Observation: 3@5 | 15 | | |
| ESOL/SPED Reflections: 2@2.5 | 5 | | |
| Required notebook kept up to date | 5 | | |
| Participation, Attendance, Communication, Compliance with field experience policies and procedures: | 10 | | |
| TOTAL | 100 | | |

Spring Internship Checklist (also located in [online handbook](#))

| Intern | Mentor | | |
|---|---|--|-------------------|
| Required Items | Keep in notebook | Due Date- See Livetext for specifics | *Supervisor Notes |
| <input type="checkbox"/> Agenda for Preplanning Week and first Week of School (Refer to online Handbook) completed and signed | ✓ | <u>End of Preplanning week</u> <u>End of first week of school.</u> | |
| <input type="checkbox"/> Self Assessments on Dispositions and Intern Keys in LiveText | | | |
| <input type="checkbox"/> Intern Agenda for August and September (Refer to online Handbook) | ✓ | | |
| <input type="checkbox"/> Intern Agenda for October (Refer to online Handbook) | ✓ | | |
| <input type="checkbox"/> Intern Agenda for November (Refer to online Handbook) | ✓ | | |
| <input type="checkbox"/> Full Lesson Plans – at least 3 observed and discussed with mentor and 3 observed by supervisor (CSU Template) | ✓ | | |
| <input type="checkbox"/> Mentor Conference Documentation (A2 Form - Refer to online Handbook) | ✓ | | |
| <input type="checkbox"/> Activity Log | ✓ | Ongoing | |
| <input type="checkbox"/> Time Log | ✓ | Written documentation kept in notebook until LiveText is ready. Random checks | |
| <input type="checkbox"/> Reflections from observations: ½ day in a special education class, ½ day in an ELL class (should be done in your school during Fall or Spring Practicum) | ✓ | Feb. 14th | |
| <input type="checkbox"/> Mentor Dispositions Forms | These will be reviewed in LiveText by your supervisor | | |
| <p>*Your syllabus requires that you keep a notebook. Please have a three ring binder with tabs for each of the following categories: Agendas, Lesson Plans, A2 Forms, Activity Log, Time Log, Reflections</p> <p>All items listed above with check marks should be kept in your notebook. Your supervisor may also require items to be submitted to them. Your notebook should be available and ready for your supervisor to check during each observation.</p> | | | |

Midterm Progress Report:

Due to the nature of this course and the amount of documentation available at midterm, grades may or may not be issued. Unless there are unusual circumstances and you are notified, your grade will be considered satisfactory. Under extreme circumstances, if it is necessary to withdraw, 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 Friday, March 6, 2020.**

Course Understandings (Objectives) & Outcomes (also can be found at www.clayton.edu/teachered):

All course outcomes are aligned with Clayton State University Middle Level Teacher Education Program Outcomes (Program Outcomes # 1-6 identified in each course outcome below. They are also located in [LiveBinder](#) as well as at the end of this syllabus). Upon completion of this course, candidates will demonstrate the following competencies:

1. An understanding of pre-planning responsibilities, especially the set-up of a classroom for instruction. (#2, 5)
2. An understanding of policies and procedures of individual school communities. (#3, 4, 5)
3. Community and environmental issues that impact student learning and resources available within the school and the community. (#1)
4. Familiarity with school and classroom schedules and procedures necessary for seamless organization, transition and instructional opportunities. (#1, 3, 5)
5. An awareness of a variety of systems for keeping and reporting student's records that provide review of students' progress at any point. (#3,4)
6. An awareness of classroom management plans through observations of a variety of classrooms, reflections on observations and dialogue with mentor teachers and recording of techniques of interest to the interns. (#3, 5, 6)
7. An awareness of a variety of models for professional critique most effective for teachers' personal professional growth. (#6)
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)
9. An ability to effectively teach students in all appropriate subjects and grade levels (#1-6)

Course Requirements:

- Extended field hours during the preplanning and the first week of middle school intern assignment.
- A minimum of twelve hours per week during the first semester in the assigned elementary/middle school. This weekly time requirement should be fulfilled all day on Tuesdays and half a day (mornings) on Thursdays. (It is important to understand that your hours may go beyond the minimum of 12. You are expected to complete full days on Tuesdays and half days on Thursdays.)
- Consistent, timely and professional communication
- Completion of items on the Fall Practicum Checklist
- Keeping required notebook up to date with required documentation
- Submission of all End-of-semester Records.

Class Policies:

Refer to your online [LiveBinder Handbook](#) for comprehensive description of all policies.

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.

Class Attendance Policy:

Interns are expected to be at the school on time and remain the entire day, every day Monday-Friday that school is in session. If for some reason, an intern cannot attend the internship or will be late, the intern should notify the **mentor teacher and their supervisor – immediately!** This must be done before the beginning of the school day. **(See your [online handbook for specific policies and forms](#)).** If your school is on break, you are also for any Tuesday or half day Thursday. However, you must still attend your on-campus classes. If Clayton State is on break, but your placement school is not, you must be in attendance at your school. You are expected to participate in school activities that may take place before, during, or after the day. You should participate in all daily meetings and professional development activities that are held on each school day. Interns should take a Spring Break with the middle school and not with Clayton State University. If the school is closed due to inclement weather, then the hours for this time will be made up by the intern.

Missed Work:

See the [LiveBinder Handbook](#) for specific guidelines for missed work during absence.

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 [Academic Catalog and Student Handbook](#).

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](#).

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>.

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

Midpoint (last day to withdraw and receive a W) – March 6

Spring Break – Follow the schedule of the Middle School

Final Exams – May 5-11

Final grades due – May 13

TEACHER EDUCATION UNIT OUTCOMES AND CANDIDATE PROFICIENCIES
Located On The Following Pages

CLAYTON STATE UNIVERSITY

TEACHER EDUCATION UNIT OUTCOMES AND CANDIDATE PROFICIENCIES

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

| Teacher Education Unit Outcomes | Conceptual Framework Descriptors | Correlation with INTASC Principles | Knowledge, Skills & Dispositions | Assessments |
|---|--|---|---|---|
| Outcome 1. Diagnoses Learning Needs 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. | Collaborative Reflective Competent | Principles: 1. Learner Development 2. Learning Differences 3. Learning Environments 6. Assessment | 1a.-1d. Skills | -Class work -Reflections -Group work -University and Mentor Teacher Observations -Field Experiences -edTPA Rubrics 2, 3, 5, 11-15 -Portfolio -Exit Interview |
| Outcome 2 Plans for Student Learning Candidate integrates knowledge of discipline content, of | Reflective Competent Caring | Principles: 1. Learner Development 2. Learning Differences | 2a.-2f. Knowledge, Skills | -Class work -Reflections -Group work -University and |

| | | | | |
|---|--------------------------------------|--|---------------------------|--|
| the nature of diverse learners, of learning theories, of instructional strategies and of state/local curriculum guides to plan instruction. | | 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies | | Mentor Teacher Observations -Field Experiences -edTPA Rubrics 1-5 -Portfolio -Exit Interview |
| Outcome 3. Facilitates Student Learning 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. | Reflective Competent Caring | Principles: 1. Learner Development 2. Learning Differences 3. Learning Environments 8. Instructional Strategies | 3a.-3d. Knowledge, Skills | -Class work -Reflections -Group work -University and Mentor teacher Observations -Field Experiences -edTPA Rubrics 4-15 -Portfolio -Exit Interview |
| Outcome 4. Demonstrates Appropriate Knowledge Candidate has general knowledge across a broad spectrum of liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field. | Competent | Principles: 4. Content Knowledge 5. Application of Content 9. Professional Learning and Ethical Practice | 4a.-4e. Knowledge, Skills | -Class work -Reflections -Group work -University and Mentor teacher Observations -Field Experiences -edTPA Rubrics 1-15 -Portfolio -Exit Interview- |
| Outcome 5. Fosters Student Well-being to Support Learning Candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well-being and learning. | Collaborative Caring Committed | Principles: 1. Learner Development 2. Learning Differences 3. Learning Environments 7. Planning for Instruction 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration | 5a.-5c. Skills | -Class work -Reflections -Group work -University and Mentor teacher Observations -Field Experiences -edTPA Rubrics 4, 6, 7 -Portfolio -Exit Interview- Review |

| | | | | |
|---|---|---|---|---|
| <p>Outcome 6. Assumes the Role of a Professional Teacher</p> <p>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.</p> | <p>Competent Collaborative Caring Committed</p> | <p>Principles: 3. Learning Environments 4. Content Knowledge 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration</p> | <p>6a.-6e. Knowledge, Skills, Dispositions</p> <p>-has a professional appearance and attendance -has positive attitude and character -is collaborative and participatory -has strong work ethic -has respect for the profession</p> | <p>-Dispositions Rubric -Class work -Reflections -University and Mentor teacher Observations -Field Experiences -edTPA Rubric 10 -Portfolio -Exit Review- Interview</p> |
|---|---|---|---|---|

All teachers must be sensitive to the needs of a diverse student population. Clayton State University’s Teacher Education Programs prepare candidates who know how to teach students of various socioeconomic classes, races, genders, religions, ethnicities, and special needs. The CSU Teacher Education Unit has adopted the following common diversity outcomes as related to the unit’s conceptual framework, and will be assessed by university faculty and field-based mentor teachers.

| Diversity Outcomes | Assessments |
|--|--|
| <p>Candidate uses culturally responsive diagnosis, measurements and assessment tools</p> <p>Smith, P. (1998) (Outcome 1)</p> | <p>Class work, Reflections, Group work University and Mentor Teacher Observations, Field Experiences, Internship Portfolio, Exit Interview</p> |
| <p>Candidate plans culturally responsive teaching and culturally responsive</p> <p>Smith, P. (1998) (Outcome 2)</p> | <p>Class work, Reflections, Group work University and Mentor Teacher Observations, Field Experiences, Internship Portfolio, Exit Interview</p> |
| <p>Candidate facilitates learning that meets the cultural/different learning styles of all learners</p> <p>Smith, P. (1998) (Outcome 3)</p> | <p>Class work, Reflections, Group work University and Mentor Teacher Observations, Field Experiences, Internship Portfolio, Exit Interview</p> |
| <p>Candidate is knowledgeable of multiculturalism (culture, language, race, gender, class, ethnicity, special needs, religion, sex, sexual orientation, region, etc.) and socio-cultural influences on subject-specific learning</p> <p>Smith, P. (1998) (Outcome 4)</p> | <p>Class work, Reflections, Group work University and Mentor Teacher Observations, Field Experiences, Internship Portfolio, Exit Interview</p> |
| <p>Candidate interacts with appropriate school personnel, parents and agencies for the social and cultural well being of diverse students</p> <p>(Outcome 5)</p> | <p>Class work, Reflections, Group work University and Mentor Teacher Observations, Field Experiences, Internship Portfolio, Exit Interview</p> |
| <p>Candidate continues to learn about and appreciates all cultural groups</p> <p>(Outcome 6)</p> | <p>Class work, Reflections, Group work University and Mentor Teacher Observations, Field Experiences, Internship Portfolio, Exit Interview</p> |

The content of this course syllabus corresponds to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the “Professional Standards & Program Outcomes” on the Department of Teacher Education homepage.

Candidates will demonstrate proficiency in: content knowledge, management of the classroom environment, assessment of students, management of student behavior and instruction that enhances students’ learning.

Standards:

The course will incorporate professional standards as outlined by the following:

Clayton State University Education Unit Outcomes; Association for Middle Level Education (AMLE) standards; 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> for a full description of standards.

| Objectives/Resources | Program Outcomes | AMLE | INTASC | ISTE | Assessments |
|---|-------------------------|-------------|---------------|-------------|---|
| Develop and write lesson plans that include the necessary modifications in order to meet the needs of all students | I, II, IV, VI | 1,2,4 | 1-5 | 2 | Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 Mentor and Supervisor Observations |
| 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 | II, III, IV, V, VI | 4 | 1,4,7 | 3 | Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 Mentor and Supervisor Observations |
| Apply various assessment procedures, formal/informal, appropriately to all lessons taught | I | 4.c | 8 | 2 | Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 edTPA Task 3 Mentor and Supervisor Observations |

| | | | | | |
|---|-----------------------|-------|---------|-------|---|
| Plan a three/four week lesson unit (work sample) that clearly indicates the learning gains of the students | II, III, IV | 1,2,4 | 1,2,3,6 | 1-4 | Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 3 Student Learning Analysis Mentor and Supervisor Observations |
| Communicate effectively and professionally with school administrators, mentor teachers, learner, families and peers | V, VI | 5 | 10 | 2c, 5 | Dispositions Intern Keys Rubric edTPA Task 3 Mentor and Supervisor Observations |
| Successfully complete six weeks of full time teaching | I, II, III, IV, V, VI | 1-5 | 1-8 | | Dispositions Lesson Plan Rubric Intern Keys Rubric edTPA Task 1 edTPA Task 2 Mentor and Supervisor Observations |
| 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 edTPA Teacher Education Portfolio |