



**Course Number:** EDUC 4730 Syllabus. 20301  
**Course Title:** Secondary Level Internship  
**Semester and Year:** Spring Semester 2020

---

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

---

**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 teacher's 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 and Co-requisites:** 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.

**Instructor & Education** Prof. Ben Nworie, Ph.D.  
**Field Supervisor:**

**E-mail Address:** [bnworie@clayton.edu](mailto:bnworie@clayton.edu)  
E-mail responses will be sent within 48 hours of receipt

**Instructor Office Hours and Location:** Arts and Sciences 121  
Mondays 3:30 – 4:30 pm  
Wednesday and Thursday 11:30 am – 12:30 pm (by appointment only)

**Textbooks:** LiveText with Field Experience Module (FEM) is required. Students may complete selected readings and handouts that are supplied by the instructor.

**Course Goal:** Candidates will demonstrate proficiency in content knowledge, management of the classroom environment, student behavior and instruction that enhances students' learning.

#### **Course Understandings & Outcomes**

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, 2019-2020 in LiveBinders).

### **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 school.
- ✓ Completion of edTPA Tasks 1-3 in LiveText.
- ✓ Completion of Checklist Items
- ✓ Six consecutive weeks of full-time teaching
- ✓ RECORDS OF FIELD EXPERIENCES (timesheets in LiveText FEM), disposition assessments, Intern Keys, and activity logs.

**\*Although they may not be disruptive, per Clayton State Policy, students may not bring children to the classroom.\***

### **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

---

**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. For the complete CSU Teacher Education Unit Conceptual Framework, refer to the Teacher Education website at

<http://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.

**Program Outcomes and Standards:**

The course will address professional standards as outlined by the following: Clayton State University Unit Outcomes, Interstate New Teacher Assessment and Support Consortium (INTASC), and GA-International Society for Technology in Education (GA-ISTE).

See: <http://www.clayton.edu/teachered/standardsoutcomes> for a full description of standards.

Objectives/Resources	Program Outcomes	INTASC	GA-ITSE	Assessments
Develop and write lesson plans that include the necessary modifications in order to meet the needs of all students	I, II, IV, VI	2,3,4	II: B1 III:A 1,2 III:B1,4 V: A 1,2	Mentor assesses plans, discusses changes/modifications with intern Field coordinator/supervisor evaluates plans of observed lessons
Plan and teach lessons to students that include the use of technology and a variety of	II, III, IV, V, VI	1,4,7	I:18 II: E II:D,1	Mentor observes and evaluates lessons. Field coordinator/supervisor

teaching strategies reflecting the dimensions of the effective teaching practices as reflected in the CSU student teacher observation instrument				observes and evaluates through use of standard observation form and post observational conference with intern.
Apply various assessment procedures, formal/informal, appropriately to all lessons taught	I	8	IV: B 2,3	Mentor and field coordinator/supervisor observations and evaluations of lesson plans and classroom teaching
Plan a three/four week lesson unit (work sample) that clearly indicates the learning gains of the students	II, III, IV	8	V: A 1,2	Evaluation by mentor teacher and field coordinator/supervisor use of the work sample evaluation
Communicate effectively and professionally with school administrators, mentor teachers	V, VI	10	V: D1,2,3	Mentor observation/evaluation as recorded on weekly performance record

### **Technology:**

The use of technology will be embedded in class delivery, assignments and course presentations. LiveText may be used for some assignments as well as Desire2Learn (D2L). No electronic devices other than those being used for class purpose are allowed without permission from the instructor. It is inappropriate and unprofessional to text or visit social media sites while in class. Cell phones should be on silent and out of site. 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.

### **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](mailto: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 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.

---

### **Course Calendar (Spring 2020)**

**Classes Begin: JAN 11**

**University Official Holiday** – Martin Luther King Day (No Classes) JAN 18-20

**SUMMER 2020 Undergraduate & Grad Graduation Application Deadline** JAN 30

**Withdrawal Before Midpoint** (final grade will be a W) NO REFUNDS for partial withdrawals. You must withdraw from all classes in order to receive a refund. Jan 17 – Mar 6.

**MIDPOINT grade reporting period: FEB 24 – MAR 2**

**MIDPOINT** - last day to withdraw and receive a W grade. MAR 6

**Spring Break (NO CLASSES) MARCH 7 - 13**

**Important SUMMER 2020 Enrollment Deadlines:** APR 15 (New Admission Application, Readmission Application, Financial Aid Application, Outgoing Transient Requests, Financial Aid Appeals, and Readmission Appeals).

**Course and Instructor Evaluations** APR 20 – MAY 4

**Last day to withdraw** (Final grade will be a WF). MAY 4

**Classes End: MAY 4**

**Final Exams:** MAY 5 – 11

Faculty Grade Submission Deadline MAY 13 (11:59 PM)

**Commencement** (Graduate Commencement & Hooding) – **MAY 8**

Undergraduate Commencement - MAY 9

### **Course Requirements:**

- ✓ Attendance, punctuality, and participation
- ✓ A minimum of twelve hours per week during the first semester in the assigned school - This weekly time requirement should be fulfilled all day on Tuesdays and half a day (mornings) on Thursdays.
- ✓ Monthly records of field experiences (timesheet, activity log, mentor/intern reflection form, monthly agendas/modules)
- ✓ Preparation and execution of 3 mini lessons in the assigned practicum classroom

### **Lesson Plans/Observations:**

There will be no less than three formal observations; if possible, observations will be done with the content supervisor. When possible, there will be a debrief session right after the observation. Always have in mind where this debrief can take place. If debriefing is not possible right after the lesson, an appointment will be made.

**Announced Observations:** A completed CSU Lesson Plan is expected for each announced observation. The CSU lesson plan should be emailed to the instructor prior to the observation. There should also be a copy of the lesson plan available for the instructor when he/she arrives.

Please have a place for the instructor to sit during the observation and a place to debrief after the observation. Have your notebook available for review.

**Unannounced Observations:** If the observation is unannounced, the lesson plan used for the school/mentor will be appropriate for the observation.

**Evaluation:**

Monthly time entries on LiveText: 4@25 points	100
Monthly activity logs: 3@10	30
Intern Keys on LiveText: 2@30	60
Disposition Assessments on LiveText: 3@35	105
Monthly Lesson Plan Preparation for Observation: 3@50	150
Teaching of Monthly Lesson Plan: 3@75	225
Middle/ESOL/SPED Reflections: 3@50	150
Participation, Attendance, Communication, Compliance with field experience policies and procedures: 2@100	200
<b>TOTAL</b>	<b>1000</b>

**Grading:**

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 60%

**Mid-term Progress Report:**

The mid-term grade in this course 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 March 6. [Instructions for withdrawing are provided at this link.](#)

**The last day to withdraw without academic penalty is Friday, March 6, 2020.**

## Schedule of Course Assignments

Assignment	Submit To	Due Date
➤ Teaching Schedule and Contact Information	D2L	January 16
<ul style="list-style-type: none"> <li>➤ Submit Intern Keys Assessment</li> <li>➤ Submit Disposition Assessment</li> <li>➤ Field Experience Time</li> </ul>	LiveText	February 15
➤ Activity Log (Refer to online Handbook)	D2L	February 28
<ul style="list-style-type: none"> <li>➤ Submit Disposition Assessment</li> <li>➤ Field Experience Time</li> </ul>	LiveText	March 15
➤ Activity Log (Refer to online Handbook)	D2L	March 30
<ul style="list-style-type: none"> <li>➤ Submit Intern Keys Assessment</li> <li>➤ Submit Disposition Assessment</li> <li>➤ Field Experience Time</li> </ul>	LiveText	April 30
➤ Lesson Plans for observations	D2L	3 Days before observations February - April
➤ Reflections from observations – During the semester you will complete ½ day observation in a middle school, ½ day in a special education class, ½ day in an ESOL class (if not completed during the fall semester)	D2L	February 28

### 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**

All senior interns are expected to attend each weekly seminar. Absences should be limited to emergencies or other unavoidable circumstance and accompanied by a written note from a doctor or other competent authority. **The absence request form must be approved by the field supervisor.** Interns are expected to be at the school on time and remain for the entire day. "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!**" (See your online handbook for specific policies and forms).

### **Missed Work**

*A grade of zero points will be assigned for missed work. **If a student is absent for a medical emergency on the day an assignment is due, the assignment will be due on the next day** (all assignments are due electronically in LiveText or D2L). In the case that a student is unable, for medical reasons, to submit the assignment on the next day the assignment is due on the day the student is medically cleared to return to class. **Unless a student has been approved by the instructor for an extension, all work is due on the day assigned and by the time indicated in LiveText or D2L.***

---

### **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 University's official 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.

### **The Americans with Disabilities Act (ADA):**

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

### **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>