



## EDUC 4731/4712 Secondary and Middle Level Internship and Supervision

### EDUC 5301 – MAT Internship and Supervision Course Syllabus – Spring 2020

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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).

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#### Course Description:

##### Number and Title:

EDUC 4731/4712 (CRN 20744/20740)  
EDUC 5301 (CRN 20747)

##### Credit Hours:

3.0 semester credit hours (3-0-3)

##### Catalog 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 and Co-requisites:**

- Permission from Department of Teacher Education
- EDUC 4730/4731/5301 is designed for Teacher  
Candidates completing their student teaching semester in one of the three programs indicated: Middle Grades, Secondary, MAT

### **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>.

### **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.

## **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 where noted by Dr. Elfer

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.

## **Major Student Activities:**

Teaching in middle and secondary settings.  
Assuming the responsibilities of a middle or secondary level educator.  
Engaging in reflective practice.

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## **Program Learning Outcomes:**

### **Education outcomes:**

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>

### **Conceptual Framework:**

The Department of Teacher Education is committed to preparing quality teachers for Georgia's public schools. Thus, within the context of a collaborative, field-based environment, CSU produces ***collaborative, reflective professional educators who are competent, caring and committed individuals.***

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## **Course Learning Outcomes:**

Interns will demonstrate proficiency in the following areas:

- content knowledge
- classroom management plans

- accommodations for diverse learners
  - current school policy and reform
  - reflective practice
  - EdTPA & the Senior Capstone (Exit Interview for MAT Students)
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**Term:**

Spring Semester 2020

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**Instructor Information:**

**Instructor:**

Dr. Charles Elfer

phone: (678) 466-4884

e-mail: [charleselfer@clayton.edu](mailto:charleselfer@clayton.edu)

internet: <http://faculty.clayton.edu/celfer>

**Office:**

Arts & Sciences, RM 110-P

**Office hours:**

3:30 – 5:00 PM, Mondays

Other times by appointment

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**Class Meetings:**

**Classroom:**

Arranged. Field-Based

**Class times:**

Arranged. Field-Based

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## Textbook Information:

### Text:

EdTPA Manual, LiveText, LiveBinder

**Class Materials:** Membership in a professional teacher association and proof of current membership.

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## Evaluation:

**FIELD OBSERVATIONS:** Each student will be assessed in the field according to the Teacher Education evaluation system (see LiveText, LiveBinder). In addition to an introductory visit and exit interview, each student must register at least **3 successful** observation visits. Failure to perform at a level deemed appropriate by the field supervisor may result in course failure, repeated observation visits, etc. Each student will be provided with visitation windows and it is her/his responsibility to arrange/plan for those occasions and deadlines.

**EXIT INTERVIEW (For Middle and Secondary; Pass/Fail)** – To be graded by supervisors in EDUC 4730, EDUC 4731, and 4712: Along with the completion of artifacts and evidence for the Senior Capstone assignment, students will complete comprehensive descriptions and a PowerPoint/Prezi presentation that shows the ways in which they have developed and demonstrated competence for the six Teacher Education Unit Outcomes. The outcomes are as follows:

- 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.
- 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.
- 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.
- 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.

**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.

**6. Assumes the Role of 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.

\*\*\*MAT Students will complete an Exit Interview with unique requirements outlined elsewhere in there coursework.

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**Grading:**

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

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**Mid-term Progress Report:**

The mid-term grade in this course, which will be issued between February 24 and March 2, 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 accountability is Friday, March 6, 2020.**

**Course Schedule:**

Students are expected to arrange for observation visits within the window provided below. Once a visit date and time are locked in, students must provide a completed and satisfactory lesson plan within 24 hours before the visit is to occur AND a hard copy on the date of the visit itself

(including materials). Failure to maintain the schedule below will result in grade deductions.

**NOTE:** Dr. Elfer has courses on Mondays and Wednesdays at the Main and PTC campuses. While there are some occasions where Mondays and Wednesdays will work for observation, the only real window on those two days is roughly 10 AM to noon. Thus, Tuesdays and Thursdays are preferred. For this section of Field Supervision with Dr. Elfer, students are **REQUIRED** to follow the observation windows below.

**(Contact #1) Pre-Visit:** (on or before January 24<sup>th</sup>)

**(Contact #2) Observation #1:** (Before February 13<sup>th</sup>)

**(Contact #3) Observation #2:** (Before March 4<sup>th</sup>)

**(Contact #4) Observation #3:** (Before April 3<sup>rd</sup>)

**(Contact #5) Exit interview:** (Begin April 1<sup>st</sup>, End April 21<sup>st</sup>). More flexibility allowed here as the interview sessions can be conducted before or after school, during planning, or lunch.

\*\*\*As indicated above, there will be a total of 5 points of contact during the spring semester.

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## 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. Special attendance policies pertain the field experience as indicated in the Department of Teacher Education Orientation sessions held in summer 2018.

- Attendance will be taken daily and should be recorded in the student's field log in LiveText.

## **Missed Work**

Without a valid excuse, a grade of zero points will be assigned for the missed work. Valid excuses include such things as medical notices, pre-arranged absences, and university business. Unexcused absences involve such things as flat tires, job interviews, non-emergency dental appts., etc.

Late assignments will be accepted for a letter grade deduction within 24 hours and for 50% credit within 72 hours. Assignments will not be accepted beyond 72 hours after the assignment deadline.

## **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 e-mail the center at [thecas@clayton.edu](mailto: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](mailto: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 prepared to class having completed assigned readings. Punctuality is expected and counts
2. Turn your phones off, or at least silence them. Don't text or search the web 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. Use your best, professional manners. Be polite. Be polite. Be polite. Extend to your professor and colleagues the same courtesies that you would expect extended to you.
5. All students are expected to check the CSU email and D2L on a daily basis. The instructor will abide by the same policy.
6. Do your absolute best as a professional to investigate and recognize your own role in your success.
7. Turn your assignments in on time. This will require advance planning.

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## **Important dates:**

Last day to withdraw without academic penalty: Friday, March 6, 2020.

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