

# EDUC

## 5300

### Spring '20 M.A.T. Internship Seminar



## Course Description

Internship Seminar (1-0-1): This seminar discusses common issues, concerns and successes that candidates will have as teaching interns. Topics include developing curriculum and instruction for diverse learners, designing and implementing thematic units, using classroom management techniques, developing and using data from student assessments, interpreting standardized testing data, using instructional technology to facilitate student learning, and recognizing legal, ethical, and professional responsibilities. Students will also work to complete an Ed TPA and an Education Portfolio Defense.

## Conceptual Framework



The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.

## 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://a-s.clayton.edu/teachered/Standards%20and%20Outcomes.htm>

<b>Course Evaluation &amp; Grading</b> There are four overarching evaluations in this class. Please see below for further description.	<b>Due Dates</b>	<b>Total Points</b>
<b>EdTPA Attendance &amp; Assignments</b> ( <i>Posting Due 3.19</i> )		<b>100pts</b>
<b>Diversity Self-Evaluation</b> ( <i>see Appendix D</i> )		<b>100pts</b>
<b>Directed Readings (D2L) x2 (50 pts each)</b>		<b>100pts</b>
<b>Final Portfolio Defense</b> ( <i>see Appendix A</i> )		<b>Defense – 200pts</b>
<b>450-500 = A 400-449 = B 350-399 = C 300-349 =D</b>		<b>500 total possible points</b>
<p><b>Grades and Feedback:</b>            Grades relating to smaller items, meeting logs, will be posted as you complete them. You have the right to make an appointment with me to review your grade at any time.</p> <p><b>Mid-term Grade:</b>            will be issued on February 21 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, or withdraw on-line using the Swan by mid-term, which occurs on March 4. <a href="#">Instructions for withdrawing are provided at this link.</a>            The last day to withdraw without academic accountability is Friday, March 4, 2020.</p>		

## Class Schedule

Topic, Activities, & Readings	Dates	What's Due
<b>Why Are We Here, What Are We Doing, and Managing the Workload?</b>	1.13	
<b>MLK Day – No Class</b>	1.20	No Class
<i>**All seminar meeting- EdTPA</i>	1.27	
<b>DURING CLASS:</b> Review - Diversity Self-Evaluation / Portfolio	2.3	
<i>**All seminar meeting- EdTPA</i>	2.10	EdTPA
<b>Directed Reading #1 (D2L): Reading #1 -</b>	2.17	Reading #1 Due in D2L
<i>All seminar meeting - EdTPA</i>	2.24	EdTPA
<b>Spring Break! No class at CSU</b> ➤ <i>but <u>REPORT TO YOUR SCHOOL</u></i>	3.2	
<b>DURING CLASS:</b> ➤ Review – Portfolio Defense	3.9	<b>Diversity Self-Evaluation Due Upload to D2L</b>
<i>All seminar meeting- EdTPA</i>	3.16	EdtPA
<b>Directed Reading #2 (D2L)</b>	3.23	Reading #2 Due in D2L
<b>DURING CLASS:</b> Review – Portfolio Defense - Drafts	3.30	
<b>DURING CLASS:</b> Review Portfolio Defense - Drafts	4.6	
<b>Defense Rehearsal Day (Attendance Mandatory)</b> <b>DURING CLASS:</b> • Defense Rehearsal	4.13	<b>Draft of Final Defense PPT</b>
<b>MAT DEFENSES – Exact Date/Time- TBA</b>	Week of 4.20	<b>DEFENSE – bring brochures, send presentation to me via e-mail and bring presentation on a flash drive. Dress professionally!!</b>

## University Policy

**ACADEMIC INTEGRITY** - Academic integrity is of paramount importance in this class. Cheating, particularly plagiarism, will not be necessary or tolerated. 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 beginning on page 19 in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

### **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](#), which begins on page 6.

### **Disability Services/Academic Support Services:**

For information about Disability Services or to obtain this document in an alternative format, contact: The Director of Disability Services (Office of Disability Services, Student Center) at 678-466-5449. For information about Academic Support Services, use the following link:

[http://adminservices.clayton.edu/cas/campus\\_services\\_guide\\_final.doc](http://adminservices.clayton.edu/cas/campus_services_guide_final.doc)

### **University Attendance Policy:**

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.

### **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 Clayton State University Academic Catalog and Student Handbook starting on page 14.

### **Desire2Learn (Online Classroom):**

On-line activity for the course takes place in Desire2Learn, the virtual classroom for the course. 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.

### **Troubleshooting Suggestions:**

Unable to access file:

- Download Adobe Reader at [www.adobe.com](http://www.adobe.com) to access files
- Download Flash Player at [www.adobe.com](http://www.adobe.com) to access the movie clips.
- If you are unable to upload a page, you may need to turn off your pop-up blockers (this is common with learning modules and online lectures).

### **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.

## **Appendix A**

### **The Portfolio Defense\***

You will present some of the aspects of your Internship Portfolio during a final, one-hour *Portfolio Defense*. This is where Master's students present their work to a panel of faculty to prove that they have met all objectives of the graduate program and are ready to graduate.

Although you will have individual grades on the assignments you present, **THE DEFENSE IS A SEPARATE GRADE ALL BY ITSELF**. If you do not pass the defense, **YOU WILL NOT GRADUATE**. The sections of the presentation consist of:

Item Presented	Suggested Time for Presentation	Suggested Method
1. Your <i>Evolving Philosophy of Education</i> w/ How you meet each aspect of the Teacher Ed. Conceptual Framework.	10 mins.	1-2 PPT Slides w/ Discussion
2. A reflection on your <i>Diversity Self-Evaluation</i>	10 mins.	1-2 PPT Slides w/ Discussion
3. The presentation of your <i>Final Action Research Paper</i>	15 mins.	5-12 PPT Slides w/ Discussion
4. Individual <i>Content Item Presentation</i> (as specified by content area faculty)	15 mins.	1-3 PPT Slides w/ Explanation.
5. Call for Questions/Time to Defend Portfolio Content	10 mins.	

\*\*You will **NOT** be allowed to go over your time limit of one hour and any information not provided will not be graded. Any interested graduate faculty member may attend this defense and will be able to evaluate your performance.

### **Portfolio Defense Rubric**

Topic	Criteria	Unacceptable	Unsatisfactory	Target	Exceeds Standard
Philosophy/C. Frame	<b>Philosophy</b> – Thoughtful presentation of students' personal philosophy undergirded by relevant educational philosophy. (i.e. Dewey, Montessori, Hooks, Constructivism, et. Ct.)	1	2	3	4
	<b>Conceptual Framework</b> – Seems to have a clear understanding of the program's framework and provides substantial evidence of that understanding as it applies to them.	1	2	3	4
Diversity Self-Eval	<b>Comprehension</b> – A clear understanding of CSU's Diversity Objectives is evident in student's reflection.	1	2	3	4
	<b>Methodology</b> – Student really thought about their performance, made an effort to critique it, the effort was based in literature, and the student suggested what is/was needed for a stronger performance in this area.	1	2	3	4

<b>Action Research</b>	<b>Literature</b> – Seems to be relevant and current to the field. Evidently considered in the design of the research project. Summarized in a concise fashion.	1	2	3	4
	<b>Data Analysis</b> – Process clearly explained. Choice of process appropriate for extent data and desired outcomes.	1	2	3	4
	<b>Findings/Discussion</b> – Student carefully analyzed the information collected and drew appropriate conclusions supported by evidence.	1	2	3	4
	<b>Action Plan</b> – A change to educational praxis will/can result from this research and will address the needs of student, classroom, or school.	1	2	3	4

	<b>Criteria</b>	<b>Unacceptable</b>	<b>Unsatisfactory</b>	<b>Target</b>	<b>Exceeds Standard</b>
<b>Mechanics of Presentation</b>	<b>Technical Issues</b> – Power point runs perfectly with no technical problems or error messages.	1	2	3	4
	<b>Presentation Skills</b> – Student was dressed appropriately, did not read power point slides, spoke at an appropriate rate and volume, and kept eye contact with audience.	1	2	3	4
	<b>Grammar</b> – PPP honors all rules of spelling and or grammar and no errors in mechanics are evident.	1	2	3	4
	<b>Design</b> - All graphics, video, audio etc. are used effectively (if used). Slides are visually pleasing and not crowded.	1	2	3	4
	<b>Citing Resources</b> – All sources are properly cited within the body of the PPP according to APA style.	1	2	3	4

## Appendix D

### *Diversity Self-Evaluation.*

*Tape this during your 6-week teaching unit! Write it afterward.*

### **Instructions**

Record yourself teaching a solo class. Be sure to place the recorder in a place where you can see yourself and as many students as possible. Watch the recording TWICE. The first time just watch; the second, use the [CSU Diversity Evaluation](#) Form to evaluate your cultural responsiveness during your lesson.

Write a 2 to 4-page reflection about your performance and include the instrument behind it. In your reflection, be sure to respond to the following areas.

1. Diversity Outcomes
  - a. Which domains of the evaluation instrument did you cover well? How do you know this?
  - b. Which domains do you need to improve? How do you know this?
2. Course Literature Transfer
  - a. What does the multicultural education/diversity/culturally relevant pedagogy literature that we have studied in the past (hint 5100) say about any of your expressed pedagogical concerns as related to diversity (provide at least one cite)?
3. Effectiveness of CSU Diversity Instruction
  - a. Is there something the Teacher Ed Department at CSU should do or should have done to better prepare you to meet the diversity objectives in the evaluation instrument? If so what?

### **Diversity Self-Evaluation Rubric**

Criteria	Exceeds Standard	Target	Unsatisfactory
Reflection indicates analytical thinking, including depth and complexity, on the nature and content of this project and it's relation to your teaching.	Ideal	Not Bad. Not perfect, but not bad.	Boo.
Observation instrument completed with detail and attention. You really thought about your performance and made an effort to critique it appropriately.	Ideal	Not Bad. Not perfect, but not bad.	Boo Hiss.
Your complete understanding of CSU's diversity observation objectives is evident in your reflection and evaluation form responses.	Ideal	Not Bad. Not perfect, but not bad.	Boo Hiss Yuck
You have provided a constructive critique of the teaching of diversity at CSU.	Ideal	Not Bad. Not perfect, but not bad.	Why must I be subjected to such drive!??
You were accountable in submitting your work in the correct manner, your work includes few errors, and you cited from relevant texts.	Ideal	Not Bad. Not perfect, but not bad.	Arrghhh.

**Comments:**

\* If needed, you may borrow a video camera for a 48-hour period from Teacher Ed. or Media Services. See Ms. Riddle or find them at the following link <http://adminsives.clayton.edu/media/services.htm>