



## **EDUC 5301 – Secondary School Internship**

### **Course Syllabus – Spring 2020**

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#### **Course Description:**

##### **Number and Title:**

EDUC 5301 (CRN 20748)  
Secondary School Internship

##### **Credit Hours:**

4.0 semester credit hours (4-0-4)

##### **Catalog Description:**

This course is a clinical experience in high school settings for teaching the major concentration during the Spring semester. Candidates will be responsible for two weeks of observations and reflections before eight weeks of taking full-time responsibility for classroom instruction, and end with two final weeks of observations and reflections. School-based mentor teachers will work with interns in meeting program outcomes through teaching assignments. University field supervisors will observe and assess performance. Candidates must have proof of liability insurance to participate in course.

##### **Course Prerequisites and Co-requisites:**

Prerequisites:  
EDUC 5102  
Co-requisites:  
EDUC 5300 and EDUC 5400

\*This course is required of all MAT education majors. It must be taken second semester of the senior year. Admission to the teacher education program is required. Institutional credit only. Senior standing.

### **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>.

### **Software Requirement:**

To properly access the course content you will need to download 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:**

- 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

### **In-class Use of Student Notebook Computers and 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.

**Program Learning Outcomes:**

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 teaching strategies reflecting the dimensions of the effective teaching practices as reflected in the CSU student teacher observation instrument	II, III, IV, V, VI	1,4,7	I:18 II: E II:D,1	Mentor observes and evaluates lessons. Field coordinator/supervisor 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

### Course Understandings (Objectives & Course Learning Outcomes)

Upon completion of this course, candidates will demonstrate proficiency in content knowledge, management of the classroom environment, student behavior and instruction that enhances students' learning including the following competencies:(Outcomes # 1-6 identified).

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)

**Content:****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.

**Term:** Spring Semester 2020

**Instructor Information:**

Instructors:

Dr. Rosetta Riddle

E-mail: [rosettariddle@clayton.edu](mailto:rosettariddle@clayton.edu)

Phone: 678-466-4741

Office: Arts and Sciences 205D

Office Hours: Monday 2:30 – 4:30pm (on campus or in the field)

Wednesday 11:30am – 1:30pm (by appointment)

Other times by appointment

Dr. Kelli Nipper

E-mail: [KelliNipper@clayton.edu](mailto:KelliNipper@clayton.edu)

Phone: 6784664417 or 7703664000

Office: University Center 405

Office Hours: By appointment

**Class Meetings: As Scheduled**

**Individual School Sites: As Assigned for Year-long Clinical Experiences**

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**Textbook Information:**

**Texts:**

**LiveText FEM (Field Experience Edition Module) ISBN: 9780979663567:**

This is a website for portfolio development and the submission of major course assignments. A one-time purchase is required for all students in the Education program. ISBN: 9780979663567.

edTPA Handbook (for your subject area)

Students are encouraged to use [PriceLoch.com](http://PriceLoch.com) to comparison shop for textbooks

**Course Materials:**

- Membership in a professional teacher association and proof of current membership.
  - Clinical Experience Notebook (Loose-leaf/three ring binder for field experience materials)
  - Practicum and assessment forms in LiveText FEM
  - Digital Intern Binder and Handbook (in LiveBinders)  
<https://www.livebinders.com/b/2566382>  
Access key: csuintern2019
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**Evaluation:**

Monthly time entries on LiveText: 4@25 points	100
Monthly activity logs: 4@10	40
Monthly A-2 Forms: 4@20	80
Intern Keys on LiveText: 2@30	60
Disposition Assessments on LiveText: 2@35	70
Lesson Plan Preparation: 3@50	150

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Internship Notebook	150
Monthly Observation and Debrief: 3@100	300
Participation, Attendance, Communication, Compliance with field experience policies and procedures: 2@100	200
<b>TOTAL</b>	<b>1150</b>

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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 by February 25, 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 1. [Instructions for withdrawing are provided at this link.](#)

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

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**Course Schedule:****Schedule of Course Assignments**

<b>Assignment</b>	<b>Submit To</b>	<b>Due Date</b>
➤ Intern Contact Form and Student Teaching Schedule (forms on LiveBinders)	D2L	January 20
➤ January Mentor Conference Documentation (A2 Form - Refer to online Handbook) ➤ Activity Log (Refer to online Handbook)	D2L	February 1
➤ January Field Experience Time	LiveText	February 14
➤ Submit Intern Keys Assessment ➤ Submit Disposition Assessment	LiveText	February 28
➤ February Mentor Conference Documentation (A2 Form - Refer to online Handbook) ➤ Activity Log (Refer to online Handbook)	D2L	March 1
➤ February Field Experience Time	LiveText	March 1
➤ March Mentor Conference Documentation (A2 Form - Refer to online Handbook) ➤ Activity Log (Refer to online Handbook)	D2L	April 1
➤ March Field Experience Time	LiveText	April 1
➤ April Field Experience Time ➤ Submit Intern Keys Assessment ➤ Submit Disposition Assessment	LiveText	April 30
➤ April Mentor Conference Documentation (A2 Form - Refer to online Handbook) ➤ Activity Log (Refer to online Handbook)	D2L	April 30
➤ Lesson Plans for observations	D2L	3 Days before observations January - April



## 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.

### 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>

### Course Attendance Policy:

Students are expected to attend all class sessions and be punctual. Students are expected to make up any class work missed **if absent with a legitimate written excuse from a physician or other professional**. Excessive absences or tardies (5 or more) may result in receiving a WF (Withdraw Failing) grade. During class meetings, students are expected to actively engage in critical discourse. Students are responsible for reading, fully-participating, and questioning and responding.

### 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 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  
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>

## **Professional Associations and References:**

### **State Associations**

#### **Georgia Association of Educators**

An association for education professionals in Georgia, affiliate of the National Education Association - [www.gae.org](http://www.gae.org)

#### **Professional Association of Georgia Educators**

The largest organization for educators in Georgia with more than 69,000 members - [www.page.org](http://www.page.org)

### **National Academic Associations**

#### **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/](http://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/](http://www.nctm.org/)

**Social Studies Education: National Council for the Social Studies**

**Social studies** resources and information. **Social studies** resources and information from **national council** for the **social studies**.

From: [www.ncss.org/](http://www.ncss.org/)

**National Council of Teachers of English**

**National Council of Teachers of English**. All rights reserved in all media.

From: [www.ncte.org/](http://www.ncte.org/)

**Selected Bibliography**

Conroy, P. (2006). *The Water is Wide: A Memoir of Hope & Triumph*. Bantam Mass Market Edition. New York: Random House.

Eaton, S. (2006). *The Children in Room E4: American Education on Trial*. Chapel Hill, NC: Algonquin.

Freedman, S. (1991). *Small Victories: The Real World of a Teacher, Her Students, & Their High School*. New York: HarperPerennial.

Goodnough, A. (2006). *Ms. Moffett's First Year: Becoming a Teacher in America*. New York: Public Affairs.

Johnson, L. (1992). *Dangerous Minds*. New York: St. Martins.

Johnstone, M. (2002). *In the Deep Heart's Core*. New York: Grove Press.

Macrorie, K. (1984). *20 Teachers*. New York: Oxford University Press.

McCourt, F. (2005). *Teacher Man*. New York: Scribner.

O'Gorman, Ned. (2006). *The Other Side of Loneliness*. New York: Arcade.

Perry, M. (2000). *Walking the Color Line: The Art & Practice of Anti-Racist Teaching*. New York: Teachers College Press.

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