EDUC 402: Internship I Seminar

1 Credit
Wednesday  Sec. 1: 1:00 – 3:00 pm
FR 205/Webex

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Phone: 301-687-3096
Email: jwelsch@frostburg.edu

CANVAS: https://frostburg.instructure.com/

REQUIRED MATERIALS:
Taskstream – www.taskstream.com
Frostburg State University. (2020-2021) PreK-9 Program Field Experience Materials
www.taskstream.com/ts/welsch2/PreK9Program_FieldExperienceMaterials
Frostburg State University (2020-2021) Syllabus: ELED 494 Internship I
Classroom Management Micro-credential

COURSE DESCRIPTION:
Analysis of planning, instruction and assessment components of effective teaching at the Internship I level. Management strategies for student behavior, curriculum, materials selection and resources. Reflective self and peer evaluation of teaching performance in the classroom. Prerequisites: Internship I admission

During the Spring 2021 semester, this course will be delivered as a blended course, with content provided online through Canvas and regular small group meetings. Candidates will be required to complete modules and assignments online and to attend weekly meetings with the instructor as scheduled.

COURSE PURPOSE:
The course is designed to provide P-9 majors with the opportunity to develop as effective instructors in the classroom setting. Candidates will apply knowledge, skills, and dispositions to effectively plan and execute lessons within an instructional unit, with attention to planning, instruction and assessment. This course is paired with the 6-week Internship I field experience

COURSE OUTCOMES & ASSESSMENT:
At the conclusion of this course, the teacher candidate will be able to demonstrate knowledge, skills and dispositions as determined by the knowledge and skill base required by Council for the Accreditation of Education Preparers (CAEP, 2018), The Interstate Teacher Assessment and Support Consortium (InTASC, 2011) and the Frostburg Institutional Learning Goals. Maryland Teacher Technology Standards are also addressed.

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>Standards:</th>
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<tbody>
<tr>
<td></td>
<td>a. CAEP Elementary Standards, 2018</td>
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</table>

ASSESSMENTS
Candidate performance will be measured by:

<table>
<thead>
<tr>
<th>Knowledge of:</th>
<th>a.</th>
<th>b. InTASC</th>
<th>c. FSU ILG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major concepts, skills and practices related to disciplinary curriculum standards within and across subject areas (literacy, mathematics, science and social studies) for grades K-6</td>
<td>2 a-e</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Developmental and differentiated appropriate practices for teaching and assessment as they relate and connect to content knowledge</td>
<td>2e</td>
<td>1.2</td>
<td>c. 5</td>
</tr>
<tr>
<td>Skills In:</td>
<td>a.</td>
<td>b.</td>
<td>c.</td>
</tr>
<tr>
<td>Individual differences of students and diverse communities, as related to learner’s strengths and needs for instruction</td>
<td>1b</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Planning sequenced learning experiences to meet educational goals based on students’ current needs and capabilities</td>
<td>3c</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Connecting instruction to students’ prior knowledge, skills and interests, for the purpose of new knowledge and skill development</td>
<td>4c</td>
<td>1, 5</td>
<td>c. 3</td>
</tr>
<tr>
<td>Planning appropriate strategies, resources, materials and learning environments based on students’ strengths and needs</td>
<td>3c</td>
<td>7</td>
<td>c. 3</td>
</tr>
<tr>
<td>Planning ongoing assessments (formative and summative) in order to evaluate lesson effectiveness and to measure student learning</td>
<td>3 a, b, c</td>
<td>6</td>
<td>c. 3</td>
</tr>
<tr>
<td>Analyze assessment results in order to gather data on student learning, to guide instructional decisions and to provide detailed feedback to students</td>
<td>3b</td>
<td>6</td>
<td>c. 3</td>
</tr>
<tr>
<td>Differentiating instruction to meet the needs of each child through explicit planning and design</td>
<td>3d</td>
<td>2, 8</td>
<td>c. 3</td>
</tr>
<tr>
<td>Planning learning activities to address both basic competencies and higher order learning activities, in order to scaffold learners’ performance</td>
<td>3d</td>
<td>5</td>
<td>c. 3</td>
</tr>
</tbody>
</table>
Managing classroom effectively, in order to establish a consistent, organized and respectful learning environment

- 3e
- 3,7
- 3

Classroom Management Utilization and Reflection

Planning digital learning opportunities, in order to benefit student’s knowledge and development within and across core disciplines

- 2e
- 4,8
- 3

Concept Map

Dispositions for:

Effective communication skills and strategies to interact with learners, families and colleagues

- 5a
- 10
- 2

Mini-Interview

Meaningful collaboration with colleagues, mentors and school leaders in order to influence learners’ development and engagement

- 5b
- 10
- 3

Mini-Interview

COURSE POLICIES: all policies are subject to change based on semester circumstances

1) **Blended courses** are combination of online and face to face learning experiences. Candidates must log in regularly to the Canvas course and FSU email each week. Learning online can be reading and writing intensive and require significant time to complete tasks, much more than in face to face courses. Typically, a 1 credit course with significant online content would require a minimum of 3 hours of work time per week over the semester. As a frontloaded course, candidates should expect to devote at least at least 3 hours of work time to each module and additional time on class meetings and outside assignments for this course.

2) **Professional dispositions** are critical for effective teaching and each candidate is expected to demonstrate those values, beliefs and practices in the course. He or she must be prepared for each meeting and must contribute to the community of learners by being a positive participant in discussions, presentations, and class activities conducted both online and in person. Module Completion Reports will represent the participation grade in this course. Candidate will also be graded on professionalism, through a self-evaluation and an instructor evaluation at the end of the semester.

3) **Communication** will be important for everyone’s success in the course. All communication will be provided via Canvas Announcements, Canvas Inbox or FSU email. Any changes in the course schedule will be communicated via Canvas Announcements. Replies to email or inbox messages will be provided within 24 hours, except for messages sent after 5:00 pm during the week and any time on weekends. The best times to reach me via email or by phone would be during the stated student hours, which may be conduct in in my office or via video conference. If you are having difficulty with a task or assignment, please be sure to review the information and directions on Canvas and then contact me with specific questions. General questions can also be posed in the “Question and Answer” discussion area to allow for sharing of common questions and assistance from classmates and the instructor. Please reach out to me personally if you have having difficulty. I want to see you be successful in this course.

4) **Attendance** is expected in the form of weekly logs in to Canvas and scheduled in-person meetings. Attendance will be taken at each meeting. More than one absence will result in a
lowering of the final grade in course by one letter grade. Candidates must contact the course instructor in the event of an absence. After the first absence, candidates may appeal the grade level deduction. A written letter of appeal, with corresponding documentation (Dr’s note, Brady Health receipt, etc), must be submitted to the instructor within one week of the absence. Candidates are expected to arrive on time to meetings. More than 3 late arrivals will result in a grade level deduction from final grade. Candidates will be required to wear a mask and engage in social distancing during face to face in-person meetings. A candidate will be asked to leave the meeting if these expectations are not followed. When in-person meetings are held via video conference, candidates should plan to have their video and sound activated, in order to be actively engaged in the learning community. Candidates are responsible for any work missed in the event of an absence or tardiness. Existing due dates will stand unless there is communication with the instructor.

5) **Assignments** should be submitted by the specified due date. Assignments will usually be due on Wednesdays, before or after class meetings or on Sundays at 11:59 pm. Extensions are available if requested before the stated due date and time. Extension requests must be submitted in writing, via FSU email or Canvas Inbox. For online modules, no extensions will be provided for the module tasks and the completion report for each module. **Assignments turned in late (without extensions) are subject to a 20% point deduction from the final score. Assignments submitted more than one week late will not be accepted.** All assignments should be word-processed and submitted with the designated file type (.doc, .docx, .rtf, .jpg, .mov or pdf files), unless otherwise specified and submitted appropriately (hard copy in class, Canvas, TASKSTREAM). Assignments not submitted appropriately will be considered late. strive to provide feedback in a timely manner, so you should expect that I will have assignments back to you within a week of submission. Please read the feedback, so you will know in what areas you were successful in demonstrating learning and what areas need improvement for future activities.

6) **Resubmission** of major assignments receiving below a B will be available in this course. The option for resubmission and due dates will be noted in feedback for the assignment. After revision, the resubmitted grade will be averaged with the original grade on the assignment. Assignments submitted after the due date (with or without extensions) will not be eligible for resubmission.

7) **Flexibility Clause:** The instructor reserves the right to modify the course requirements, schedule and other related policies as circumstances may dictate. Sufficient notification will be provided to all students. An unanticipated emergency - for the instructor, the university, or the community at large - may require changing the class. Any changes will also be posted to the online learning system.

**UNIVERSITY POLICIES**

**Covid-19 Social Compact:**
Your health and safety are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact. **Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others.** The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and
may be administratively removed from the class if found to be responsible for Code of Conduct violations.

**Academic Dishonesty:**
The University considers academic dishonesty to be impermissible and subject to disciplinary actions. *“Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes but is not limited to, such acts as stealing or altering testing instrument; falsifying the identity of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses or conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do”* (Student Code of Conduct, Frostburg State University). **Candidates should use APA style for in-text and reference list citations on any assignment that involves outside sources, including class materials and textbooks.** Cases of suspected plagiarism will be reported to Student Affairs and there will be course consequences as well, such as receiving a zero for the assignment or a failing grade in the course.

**Disruptive Student Behavior:**
*“The University will not tolerate disorderly or disruptive conduct with substantially threatens, harms or interferes with University personnel, orderly processes and functions. A faculty member may require a student to leave the classroom when his or her behavior disrupts the learning environment. A student found responsible for disruptive behavior may be administratively withdrawn from the course”* (Student Code of Conduct). **Candidates may have cell phones in class, but are required to silence the phone when class begins and to refrain from texting or other non-course related activities during class time.**

**Reporting of Child Abuse:**
Please be aware that according to state law in Maryland, educators are required to report current and past child abuse and neglect even when the former victim is now an adult and even when the former alleged abuser is deceased. If you disclose current or past abuse/neglect in class, in papers, or to me personally, I am required by law to report it. Please see me if you are interested in more information about this law.

**Disability Accommodations:**
Students with any type of recognized and confirmed disability that would require accommodations in assignments or assessment practices should provide written notification to the instructor by no later than 48 hours prior to an expected accommodation. Students are responsible for providing an accommodation letter prepared by Disability Support Services.

**COURSE ASSESSMENTS:**
*Evaluation of student achievement will be based upon evaluation of assessments. Descriptions of all assessments and scoring tools will be provided.*

**Online Modules**
*Point Value: 80 points (10 points each) Due Date: see schedule*
Candidates will earn points for completed tasks in each required online module. Each module contains activities that will total 10 points for each. The module completed report will be part of each required module (5 pts), where candidates can engage in self-grading of their completion of the module tasks. The completion reports will be verified by the instructor and scores may be revised if the completion report was not accurate.

**Unit Preparation**
Candidate will submit the following items for review during their unit development, prior to the start of the field experience. These items will be uploaded to the Unit Webpage on Taskstream, unless otherwise stated.

- Unit Webpage Link
- Unit Homepage
- Unit Goals
- Introductory Newsletter
- Unit Assessments
- Unit Planning for Instruction
- Context for Learning (Draft- Submit on Canvas)
- Lesson Plan (Draft – Request comments on TS)
- Concept Map
- Planning Questions Draft
- Unit Newsletter (Draft- Submit to Canvas)
- Unit Webpage Development Check

Field Lesson Plan_Technology

Point Value: 100     Due Date: Wednesday, April 21

Candidates will develop and submit one lesson from the unit as representation of lesson planning skills for the field. This lesson would be part of the Internship I unit and must include technology integration. All the required components of a full lesson plan (standards, objectives, materials, procedures, assessment). The subject area and topic of the lesson would be determined by the mentor teacher and intern, based on the unit topic.

During their field experience, candidates meet with their university supervisor to discuss and review their planned lessons for the unit, including the Field Lesson Plan. They must also submit the lessons to their mentor teacher for review and approval before teaching. Any suggested changes should be implemented and reflected in the plan on Taskstream before teaching. After delivery of the Field Lesson Plan_Technology, candidates will add an appropriate reflection on student learning. Upon their return to campus after the 6- week experience, candidates will electronically submit the final version of the Field Lesson Plan to the Initial Certification Common Assessment folio on Taskstream, for evaluation by the seminar instructor.

Instructional Management

Point Value: 48     Due Date: Wednesday, April 21

Candidates will submit a link to their Internship I unit webpage to the Internship I folio on Taskstream. In the Instruction questions, candidates will present details regarding how they managed the learning environment, how different grouping arrangements were used and how detailed feedback was provided to students. These questions will be scored using the Instructional Management rubric, which serves as an addendum to the EPP Unit Rubric.
Point Value: 55 (minimum)/ 105 (possible)  Due Date: see schedule
Candidates will complete selected modules related to classroom management as part of the P2P Microcredential. Each activity is worth 10 points and a minimum of 4 activities must be completed, with 3 required activities and at least 1 “optional” activity completed across the semester. These Canvas modules have due dates across the semester (Sunday at 11:59 pm every two weeks) and are designed to be self-paced. Tasks and assignments from each completed module will be submitted to Canvas. Those candidates who complete all 7 P2P assignments will submit these artifacts to Taskstream at the end of the semester in order to earn the micro-credential for this module
- Module A - Personal Management Plan (pre-assessment - required)
- Module B - Article Reflection
- Module C - Models and Theories (required)
- Module D - Video Reflection
- Module E - Scenarios
- Module F - Mentor Teacher Interview
- Module G - Identities and Representations (not required for P2P module)
- Module H - Culturally Responsive Classroom Management Plan (post assessment - required)

Classroom Management Utilization Chart and Reflection
Point Value: 50  Due Date: Sunday, April 25
As a culminating artifact from the Classroom Management module, candidates will observe, implement and reflect on the classroom management techniques that were part of their teaching environment during the 6-week field experience. A chart identifying and classifying the different techniques and a detailed reflection on the candidate’s experiences with management will be submitted to both the Microcredential folio and Internship I folio on Taskstream.

Internship I Mini-Interview
Point Value: 25  Due Date: Wednesday, April 28
At the end of Internship I, candidates will engage in a short interview experience, with the seminar instructor and a small group of classmates. Candidates will answer interview questions and will share artifacts from Internship I to support their responses.

Professionalism Evaluation
Point Value: 23  Due Date: Wednesday, April 28
Candidates will be expected to be positive participants in the seminar. At the end of the semester, each candidate will evaluate the quality of his/her professionalism, related to program dispositions, using a TASKSTREAM survey. This self-evaluation will be combined with the instructor evaluation and will count as 1/3 of the total score.

Estimated Total Points Required: 501
**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>100% - 93%</td>
<td>Exemplary performance on course assessments</td>
</tr>
<tr>
<td>B</td>
<td>92% - 83%</td>
<td>Proficient performance on course assessments</td>
</tr>
<tr>
<td>C</td>
<td>82% - 73%</td>
<td>Acceptable performance on course assessments</td>
</tr>
<tr>
<td>D</td>
<td>72% - 63%</td>
<td>Minimal performance on course assessments</td>
</tr>
<tr>
<td>F</td>
<td>Below 62%</td>
<td>Unacceptable performance on course assessments</td>
</tr>
</tbody>
</table>

**RESOURCES:**


**Course Outline**

All activities/topics are subject to change. Students will receive adequate notice for any additional/revised assignments.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic (s) and Activities</th>
<th>Candidate Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday January 27</td>
<td>Syllabus Review Unit Overview</td>
<td>Module 1 Completion Report Course Quiz Status Survey Class Meeting - Wednesday</td>
</tr>
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<td></td>
<td></td>
<td><strong>Sunday Jan 31 11:59 pm</strong> Module A (required) Unit Webpage Link</td>
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<tr>
<td></td>
<td><strong>Internship I Orientation Meeting</strong> - Friday - January 29. 10 am – 11 am via Zoom Module tasks in Internship Orientation course on Canvas must be completed by 11: 59 pm on Monday, February 1</td>
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</tr>
<tr>
<td>Wednesday February 3</td>
<td>Backward Design and Virtual Teaching</td>
<td>Module 2 Completion Report Internship Requirements Class Meeting – Wed</td>
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<td></td>
<td></td>
<td><strong>Sunday, Feb 7 11:59 pm</strong> Module B (required)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
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</tbody>
</table>
| Wednesday, February 5 | Preparation Day – Friday, February 5  
Identify Unit Topic and Teaching Timeframe  
Gather Information for Context for Learning | Module 3 Completion Report  
Course Feedback  
Class Meeting - Wed  

**Sunday, Feb 14 11:59 pm**  
Unit Goals  
Context for Learning (draft) – *Submit on Canvas*  
Module C (optional) |
| Wednesday, February 10 | Unit Planning – Desired Results  
| Wednesday, February 17 | Unit Planning – Evidence of Understanding and Academic Language  
| Wednesday, February 24 | Unit Planning - Learning Experiences  
Unit Planning Conference - Individual/Small Group Meetings  
| Wednesday, March 3 | Field Work Review  | Module 6 Completion Report  
**Sunday, March 7 11:59 pm**  
Unit Planning Questions  
Module D (optional)  

**Wednesday, March 10 11:59 pm**  
Unit Newsletter (draft – *Submit to Canvas*) |
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 3 – April 15</td>
<td>Internship I Field Experience</td>
<td><strong>Sunday March 14 11:59 pm</strong>&lt;br&gt;Module E (optional)&lt;br&gt;<strong>Sunday March 28 11:59 pm</strong>&lt;br&gt;Module F (optional)&lt;br&gt;<strong>Sunday April 11 11:59 pm</strong>&lt;br&gt;Module G (optional)&lt;br&gt;<strong>Sunday, April 18. 11:59 pm</strong>&lt;br&gt;Module H (required)</td>
</tr>
<tr>
<td>Wednesday April 21</td>
<td>Field De-Brief and Portfolio Prep</td>
<td><strong>Module 7 Completion Report</strong>&lt;br&gt;Link to Intern I Unit Webpage&lt;br&gt;Class Meeting - Wed&lt;br&gt;Instructional Management&lt;br&gt;Field Lesson Plan – <em>Submit to TS In Initial Certification folio</em>&lt;br&gt;<strong>Sunday, April 25 11:59 pm</strong>&lt;br&gt;Classroom Management Utilization&lt;br&gt;Chart and Reflection</td>
</tr>
<tr>
<td>Wednesday April 28</td>
<td>Internship I Mini-Interview</td>
<td><strong>Module 8 Completion Report</strong>&lt;br&gt;Professionalism Self-evaluation</td>
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