

# CTSE 4920(D)/7920 - Clinical Residency in Area of Specialization: Social Science Education CTSE 5250(D)/6250 - Managing Middle & High School Classrooms: Social Science Education Spring 2023



*Winslow Homer (1836–1910), The Country School (A Country School-room in the Catskills, New England Country School) (1871), oil on canvas*

**What do you see here?**

**What is this classroom like?**

**Can you tell what is being taught here?**

**Instructors:**

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# Office Hours: By appointment & contact via phone

**Academic Texts:**

* College of Education Internship Handbook (over email and during orientation meeting)
* EdTPA Handbook- Social Sciences Education
* Michie, G. & Alexander-Tanner, R. (2019). *Holler if you hear me, Comic Edition*. Teacher College Press.
* Articles available on Canvas

# Course Description:

This course introduces students to best practices for managing secondary classrooms and ethically resolving student discipline issues for a positive learning climate for *all* students. In addition, this course provides students with the opportunity to reflect on strategies ideally suited to the secondary social studies classroom and the practical concerns associated with the implementation of each strategy. Along with supervised teaching in a public secondary school, accompanied by scheduled discussions to analyze and evaluate the intern’s experiences.

# Course Objectives:

In the simplest language, the goals of these courses aim to prepare you to become a teacher. We hope you will be able to:

* Participate in classroom activities that involve you in observing, describing, and analyzing classroom behavior and approaches to classroom management that will assist you in developing your own personal management approach.
* Develop a comprehensive classroom management plan that includes rules, routines, procedures, and classroom set-up for governing a typical day in your classroom; consideration of special circumstances that occur in classrooms; and considers issues of equity for students with disabilities; as well as other considerations necessary for an effective classroom management plan.
* Share positive management and discipline strategies that will enhance the interest, learning, and social development of your students while also meeting the needs of a diverse student population.
* Learn to analyze problem situations and select strategies to resolve or avoid them.
* Describe legal and ethical considerations related to classroom management and discipline procedures.
* Reflect on constructive feedback from the course instructor, Clinical Educator, and your peers, making changes in approach accordingly.
* Model professional conduct with colleagues, students, parents, and the community.
* Examine various instructional strategies ideally suited to the secondary social studies classroom with a focus on proactive management and the practical concerns associated with each strategy.
* Demonstrate competency with online tools on the PIH website, tools for synchronous and asynchronous discussion, and other web-based resources.

# Course Content and Schedule:

* You will be at your schools throughout the whole semester (unless something happens). You are expected to call upon and practice what you’ve learned throughout your time in the program. We recommend that interns begin by observing at least a few days, then assisting their teachers with group work or with individual students who need help.
* By the second week, interns should begin to assume some teaching responsibilities and observe

other teachers recommended by their Clinical Educators. During this time interns should finalize plans for their first teaching units.

* By the third week, interns should begin teaching their first units. As the semester progresses they should continue to pick up classes until they carry the full load.
* We suggest that independent, full-time teaching should continue for a minimum of four weeks.

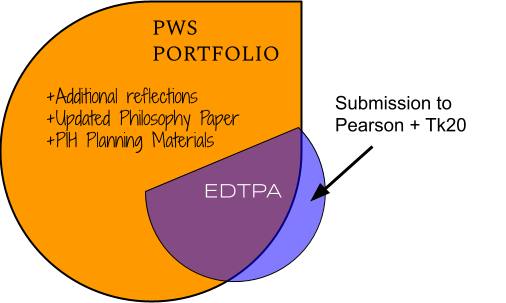
At the discretion of the Clinical Educator, the intern may begin to phase out teaching responsibilities as the semester nears its conclusion.

* We expect interns to plan systematically and to submit these plans for approval well in advance

of implementing them. We expect interns’ unit planning to center on important, enduring social studies questions and issues and to feature a variety of instructional techniques.

# Course Grading:

|  |  |
| --- | --- |
| **CTSE 4920 - *Clinical Residency*** | **CTSE 5250 - *Seminar in SSE*** |
| Class is pass/fail but here are the tasks:   1. Self-Assessments and Goals    1. vialivetext 2. Weekly Packets (on Box) 3. Lesson Plans for 3 PIH Lessons (on Box) 4. PWS Portfolio (on Box)   *This course is Pass/Fail* | 1. Critical (Classroom Management) observations (2) – 20% course grade 2. Participation/performance in Zoom discussions (3) – 30% course grade 3. Live Discussion (Mid-Term) – 20% course grade 4. Classroom management plan – 30% course grade   *These total 100% of your grade* |

**For some clarity:**

**Course Schedule (For both classes)** *General Note: Break Weeks, Take the Breaks of your School*

|  |  |
| --- | --- |
| **Week of** | **Due Dates and Tasks** |
| **1/9** | Attend all orientations and make sure you have contact with your mentor teacher |

|  |  |
| --- | --- |
|  | **Orientation, 1/10** - *Afternoon (1-3pm) with Social Studies Education & Afternoon with the College of Education*  Start WeTeach Alabama - <https://weteachalabama.com/>   * Application - [https://ats1.atenterprise.powerschool.com/ats/app\_login?COMPANY\_ID=](https://ats1.atenterprise.powerschool.com/ats/app_login?COMPANY_ID=00008500) [00008500](https://ats1.atenterprise.powerschool.com/ats/app_login?COMPANY_ID=00008500)   Organize Box Folder  Begin teaching at school **1/11/2023** |
| **1/16** | Fact Sheet due at the end of the week (upload to Box Folder)  Self-Assessment Due (see Handbook/Tk20) & Semester Goals in Box EdTPA Day - Friday 1/20 - 8:30 in Haley Center  *\*Look at school calendar for days off from school and the responsibilities\** |
| **1/23** | First Weekly Packet by Friday @ 8am  Your First Clinical Observation by Friday \*contact University Supervisor |
| **1/30** | Weekly Packet by Friday @ 8am  Critical Observation for 5250 #1 due on Friday by 8:00 AM (email and BOX)  ***Zoom session #1 - Wednesday 2/1 @5pm CST*** (1st half of *Holler*) Friday: Initial PIH Framework DUE |
| **2/6** | Weekly Packet by Friday @ 8am |
| **2/13** | Weekly Packet by Friday @ 8am  **EdTPA Zoom Session - Wednesday 2/15 @5pm CST** |
| **2/20** | Weekly Packet by Friday @ 8am |
| **2/27** | Weekly Packet by Friday @ 8am  **Education Interview Day -3/1** - AU Hotel <https://career.auburn.edu/eid> |
| **3/6** | Weekly Packet by Friday @ 8am  *\*Auburn City on break\** |
| **3/13** | ***Zoom Session #2 - Wednesday 3/15 @5pm CST*** (Read Delpit & Epstein) Check in with Teach Alabama for Certification  Weekly Packet by Friday @ 8am  Your Second Clinical Observation (PIH/EdTPA) DONE BY THIS WEEK |
| **3/20** | Weekly Packet by Friday @ 8am  \**Pike Road and Tallapoosa Co. On Break\** |
| **3/27** | Weekly Packet by Friday @ 8am  **Midterm Meeting - 3/27 - All Day at Haley (finish *Holler*)** |
| **4/3** | Weekly Packet by Friday @ 8am THIRD OBSERVATION THIS WEEK |
| **4/10** | ***Zoom Session #3 - Wednesday 4/12 @5pm CST*** (see front page of canvas) |

|  |  |
| --- | --- |
|  | Weekly Packet by Friday @ 8am  Hand in Draft of PWS by Monday @ 8am |
| **4/17** | Final and Thrid Clinical Observation should be done by this point Weekly Packet by Friday @ 8am |
| **4/24** | Critical Observation/Reflection for 5250 #2 due on Wednesday by 8:00 AM (e-mail & Box)  Last Day to Submit EdTPA  Prepare to bring Teacher Certification packet to Haley Center 3464 Upload PWS Final by 5/2/2023 |
| **5/1** | ***Final Intern Meetings (Monday) - 9am-noon***, with individual meetings to follow Classroom Management Plan (Final Copy) due on Wednesday, 5/3 by 8:00 AM |

# Course Assignments

1. Self-Assessment,Semester Goals, and Information Sheet
   1. This is your first assignment for CTSE 4920. You will be graded based on completion.
2. Weekly Packet
   1. This packet, available on canvas, will be handed in every week but will over lessons taught in two weeks. It includes lesson overviews that will help us stay informed about your teaching and process through the curriculum. an observation of your clinical educator, and a statement about professionalism by your clinical educator.
   2. These need to be in the Box Folder by 8am on Friday. You will need to respond to the University Supervisor’s comments by the following Monday at 8am. It is part of CTSE 4920.
3. Clinical Observations
   1. You will be observed four times over the semester. Provide a hard copy of your lesson plan to your teachersThere is a table available on canvas explaining the purposes of each. You will submit them over BOX. It is part of CTSE 4920.
4. Initial PIH Framework
   1. This should accompany the lesson plan to your second AND third lesson plan. You will submit them over BOX. It is part of CTSE 4920.
5. Critical Observations
   1. You will do two critical observations of your school as part of your 5250 coursework. Each observation report should be approximately 500 words long and should stem from your observations of a class period.
      1. The first one will focus on classroom management and you should observe your Clinical Educator.
      2. The second should focus on classroom dynamics and you should observe a different teacher (same content area or another) or follow a student schedule for a day.
      3. Both will be submitted over BOX and e-mail.
6. PWS Packet
   1. This is your final assignment for CTSE 4920. There is a more expanded guide to this assignment later in the syllabus. You will submit the packet over ViaLiveText/Watermark & BOX.
7. Classroom Management Plan
   1. This is the final assignment for CTSE 5250. You will outline your plan for how you want your classroom to run and work. There is more information later in the syllabus. You will submit them over BOX.

**The Box Folder -** Create a box folder titled [LastNameFirstname] in the Internship Students Sp23 we shared with you. It will need the following subsections:

* Important Forms
  + Your Information sheet, Initial Self-Assessment and Goals (template available in BOX)
* Weekly Packets *-be sure to date them-*
* Critical Observations for 5250
* Observations
  + Separate folders for each observation
    - Include in each folder, add subfolders for “University Supervisor feedback” and “Lesson Plan”
* PIH Planning for Clinical Observations
* PWS Submission

**Summary Table for Observations -** *These observations pertain to 4920 and EdTPA*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Student Teacher (you) | Clinical Educator | University Supervisor | Educative Purposes | EDTPA |
| Initial week | Complete Self assessment (Tk20) and goals (to CE & US)  Complete the Info sheet | Reviews work | Reviews work | Establish Goals & schedule for the student teacher | N/A |
| First | -Must be your | -Must review | -Review PIH | Establish a | N/A |
| Observation | Lesson Plan | your plan and | Framework, | baseline |  |
|  | -Employ a PIH | approve your | lesson plan, & |  |  |
|  | Framework | weekly lesson | assessments |  |  |
|  | over a | plans | before you |  |  |
|  | three-day span | -Complete TK | teach it |  |  |
|  | -Post a self | & SSE Review | -See one whole |  |  |
|  | Review |  | day of your |  |  |
|  |  |  | lesson plan |  |  |
|  |  |  | -recorded as |  |  |
|  |  |  | well |  |  |
| Second | -must be your | -Must review | -Review PIH | Plan and | -have three |
| Observation | Lesson Plan | your plan and | Framework, | Practice some | days of |
| \*record all of | -Employ a PIH | approve your | lesson plan, & | PIH and | activities |
| this\* | Framework | weekly lesson | assessments | Inquiry | planned |
|  |  | plans |  | Lessons |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *<<email US that you have a recording plan>>* | over a  three-day span  -Post a self | -Complete TK & SSE Review | before you teach it  -See one whole |  | -meet the requirements of an inquiry/PIH lesson  -must film: student and teacher interactions  -know about IEPs/504s in the classroom  -collect and document student work |
|  | Review |  | day of your |
|  |  |  | lesson plan |
|  |  |  | -recorded as |
|  |  |  | well |
| Midterm | -Bring all your | -Complete TK | -Complete TK | Provide a |
|  | EdTPA/PWS | & SSE | & SSE | check in |
|  | materials to | midterm | Midterm | halfway |
|  | Haley | Review | Review | through the |
|  | -Post your |  |  | internship |
|  | midterm |  |  |  |
|  | review |  |  |  |
| Third | -must be your | -Must review | -Review lesson | A real change | N/A |
| Observation | Lesson Plan | your plan and | plan before you | to show and |  |
|  | -Employ a PIH | approve your | teach it | exhibit your |  |
|  | Framework | weekly lesson | -See one whole | growth |  |
|  | over a | plans | day of your |  |  |
|  | three-day span | -Complete TK | lesson plan |  |  |
|  | -Post a self | & SSE Review |  |  |  |
|  | Review |  |  |  |  |
| Final | -Complete | -Complete TK | -Complete TK | -Wrap up your | N/A |
|  | Final self | & SSE Review | & SSE Review | time in |  |
|  | assessment on | -Complete | -Complete | internship |  |
|  | TK20 | Intern | Intern |  |  |
|  | -Peer Review | Verification | Verification |  |  |
|  | -Debrief |  |  |  |  |
|  | -Hand in PWS |  |  |  |  |

Note: All videos for the observation AND their lesson plans should be in your box folder as well.

*For 5250:*

* *Zoom Session Attendance -*
  + *All Sessions*
    - *Including Midterm and Final*
* *Critical Observation #1 and #2*
  + *Think back to 4060*
* *Peer Review*
  + *Your Field Instructors will partner you up and provide you with the assignment*

# Course Requirements/Evaluation:

1. Daily, punctual school attendance and professional participation in school activities for 15 school weeks.
2. Observation/teaching journal
3. Lesson/unit plans
4. Instructional experiences (4 observations/conferences by university supervisor and weekly evaluation by Clinical Educator)
5. Participation in professional and co-curricular activities
6. On-campus seminar attendance
7. Professional Work Sample including documenting the planning, implementation, and analysis of student learning on a lesson involving multiple instructional interactions during internship.

The Alabama State Board of Education requires all students completing teacher certification programs to be assessed using the Alabama Quality Teaching Standards (AQTS) and program-specific standards. Key internship assessments aligned with the AQTS are the Professional Work Sample, Classroom Observations, and EdTPA. Assessment resources are available on Canvas and in the AU Internship Handbook.

The final internship grade (S, U) is determined by the university supervisor and the Clinical Educator based on the key assessments which include a holistic evaluation of the student’s performance throughout the semester.

Key dates of assignments are on Canvas.

EdTPA is a state-mandated external assessment of one set of lessons in your internship. Although we will support you to the degree allowed by EdTPA regulations, AU faculty have no role in awarding scores on this assessment. Rather than using this assessment of a single teaching episode, the Social Science Education program’s assessment of your performance in internship is based on program standards and takes into account all your work over the entire course of your internship. Final grades of internship are based on the assessment of AU program faculty, not those of anonymous EdTPA reviewers.

# Class Policy Statements

Participation: Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

Attendance: Attendance is required for all classes unless excused prior to class meeting.

1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused

absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

1. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up work will be arranged during the last three days before the final exam period begins.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, contact the Office of Accessibility either through AU Access or at (334) 844-2096.

Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Justification for Graduate Credit: Graduate Students will connect all Professional Work Sample planning and reflection to pertinent research.

CHECKLIST FOR AU SOCIAL SCIENCES INTERNS

* + All due dates for all assignments will be no later than Friday 8:00 a.m.
  + Check your Auburn e-mail at least once a day.
  + Attendance is essential. Any missed days for “excused absences” must be made up after the last official day of classes. You are excused for College Interview Day and for our PWS reflection.
  + Notification of absences: (1) Clinical Educator; (2) School; (3) University Supervisor.
  + EdTPA is a state-mandated external assessment of one set of lessons in your internship. Although we will support you to the degree allowed by EdTPA regulations, AU faculty have no role in awarding scores on this assessment. Rather than using this assessment of a single teaching episode, the Social Science Education program’s assessment of your performance in internship is based on program standards and takes into account all your work over the entire course of your internship. Final grades for internship are based on the assessment of AU program faculty, not those of anonymous EdTPA reviewers.
  1. Tuesday, January 10:
     1. Report to school and give your Clinical Educator the two letters from Dr. Kohlmeier as well as a copy of the hand-book for Curriculum and Teaching Interns.
  2. Friday January 20:
     1. Information Sheet (If your school is on block schedule, please note different days (red, white, blue, etc.) and add another line for additional blocks as needed.)
     2. Self-assessment (see AU Internship Handbook and Tk20).
     3. Semester Goals to Clinical Educator and university supervisor (p. 55). [hc] We would like you to set one goal from Standard #1, one from #2, and one from #3 or #4. For example, “I will design each lesson to clearly connect to a controversial central question” would connect to Standard 1.1 and 1.3.
     4. EdTPA Day - Haley Center → bring your EdTPA topic and Curriculum Frame, otherwise report to your classroom
  3. Friday February 10: Begin Weekly Assignments and continue each Friday
     1. Critical Observation for 5250 #1 due on Friday by 8:00 a.m. (in Box and email)
     2. Weekly Overview (Canvas, one for primary lesson prep) – for two weeks ahead (week of 9/12). Must be signed by your Clinical Educator and the evaluation and reflection as well. [email to supervisor & hc]
     3. Observation Reflection form (Canvas) for week completed, must be signed by Clinical Educator
     4. Begin to plan for first Clinical Observation
        1. 3-day lesson Overviews for first and final observed lessons: Due one week prior to observation for feedback from University Supervisor and Clinical Educator.
        2. Detailed Lesson Plans: Due on observation days. These must conform to models used in methods classes. They must be original lessons unless prior arrangement with the university supervisor. See example on Canvas for guidance.
  4. Wednesday February 15: PWS/EdTPA Zoom Session
     1. Professional Work Sample Lesson Plan (with rubrics and scoring criteria) due to your Clinical Educator and university supervisor: Final draft will be due when PWS lesson is taught and observed.
     2. Email your university supervisor when you have tested a 3 minute video segment of you working with small groups of students testing the audio and visual quality.
  5. Friday February 17: PWS/EdTPA Lesson Overview and Unit Frame
     1. PIH Unit Frame for entire unit
     2. Lesson Outline for one PWS/EdTPA lesson within the unit (approximately 2-3 pages); This is NOT a fully scripted plan, so you should use Roman numerals or bulleted lists:
* objectives & primary language function
* activities – describe activities you plan
* scaffolds you will develop and how they will be used to support student learning
* assessment and rubric you will design and explain how it prepares the students to answer the CQ in the proposed culminating activity on the Unit Frame
  1. Friday February 24: PIH Planning Log
     1. Sign up for Interview Day Handshake - Visit Auburn Career Services Website
  2. March 2: Education Interview Day – 8:00(9:00)-3:00
     1. We will meet (optional) at 8am to discuss interview strategies and questions
  3. Friday, March 17: Midterm @ 8:30-3pm
     1. Post-Reflection narrative to university supervisors: PWS hand-out (later in syllabus)
     2. Revised goals for second half of internship (if applicable). (p 55 Handbook)
     3. Lesson Summary (4 hard copies) See PWS/EdTPA Guidelines II
     4. Lesson Self-Assessment [one hard copy & email]
     5. Midterm Evaluation: AU Internship Handbook. One filled out by you and one by your Clinical Educator via TK20
     6. Professional Dispositions Checklist via Tk20
     7. Goals you set at the start of internship \*from Box Folder
     8. Video segments: two, 10 min (max) clips saved on the box folder.
  4. Monday April 10: PWS Draft due in Box Folder
  5. Thursday April 20:
     1. Deadline for uploading EdTPA Materials to Pearson. Forward confirmation email to University Supervisor and upload to ViaLiveText/Watermark.
  6. Friday April 21: Last Weekly Packet
  7. Friday April 28: Last Day in Schools
  8. Monday May 1: Final Intern Meetings

9:00 am -12:00 pm - Group Meeting, 1-3pm individual conferences with University supervisor

\*\* Successful completion of the student internship is dependent upon fulfillment, according to prescribed timetables, of all professional responsibilities outlined in The Handbook for Internship, by the University Supervisor, and by the Clinical Educator and hosting school system.

In the event that a student intern fails to fulfill their responsibilities in the prescribed manner, the procedure will be:

1. 1st failure to properly fulfill professional responsibilities – formal warning from supervisor that internship is in jeopardy if negligence continues.
2. 2nd failure to properly fulfill professional responsibilities – Meet with Dr. Kohlmeier and supervisor to discuss conditions for continuing internship with a formal written statement of conditions for continuation.
3. 3rd failure to properly fulfill professional responsibilities – Depending upon circumstances, receiving an Incomplete or Failure for internship.

# Auburn University Secondary Social Sciences Education Internship Portfolio Professional Work Sample Guidelines

The intention of the professional portfolio is to highlight your growth and strength as an educator during your internship. The audience for this portfolio is first your university supervisor, and secondly any potential employer. This portfolio should illuminate your strengths as an educator including your ability to plan and implement instruction, assess learning in your students and yourself, and your ability to adjust your teaching based on careful, evidence-based reflection.

For your PWS/EdTPA lesson, you will conceptualize a PIH unit centered on an evaluative central question related to a persistent issue. Within that unit, you will plan one key lesson/learning segment, essential to the students’ ability to answer the CQ for the broader unit. A PWS lesson/learning segment (3-5 hours of instruction) in the PIH model includes assumptions of multiple instructional interactions such as a grabber, background lecture/research, individual or group construction of learning, debate and discussion, etc. For example, one Think Aloud lesson would include: (1) grabber for relevance of topic/question; (2) historical context and background (lecture, maps, etc.); (3) class reading of “Think Aloud” document of historical dilemma faced by the leader; (4) expert group research of advisor opinion on options; (5) collaborative group of advisors coming to consensus on advice to historical figure; (6) reporting and class discussion of pros/cons of decisions; (7) revelation of historical event and results; (8) individual assessment in which each student shares judgment on appropriateness of decision made by historical figure.

# Part I: Lesson Planning

* 1. PIH Unit Frame
  2. PIH Planning Log
  3. EdTPA Planning Commentary: In Part 2 of the commentary, please address how you will use this knowledge of your students to make your issue/topic authentic, relevant to the specific students in your class, and incorporate multiple perspectives and intelligences.
  4. Lesson Plan for PWS lesson within PIH unit: This lesson should be thoroughly scripted and all scaffolds and student materials provided.

# Part II: Implementing the Lesson

1. EdTPA Instruction Commentary
2. Assessments from cooperating teacher and university supervisor: Social Sciences Classroom Observation Tool.
3. Video: Two, 10-minute (maximum), unedited segments. One segment should show you engaging the students in inquiring, interpreting, or analyzing sources. The second segment should show you scaffolding the students’ building and supporting arguments from the sources.
4. Self-Assessment of PWS/EdTPA lesson: Social Sciences Classroom Observation Tool Video.
5. Post-small group sharing reflection:
   1. What additional insights into your lesson and students did you gain through the group reflection?
   2. What changes might you make in your teaching as a result of this conversation?

# Part III: Assessing Student Learning

1. EdTPA Assessment Commentary:
   1. Include both graphs AND narrative description of the whole class trends.
   2. Attend to the central focus of your lesson and the academic language needs/goals. Explain your students’ performance of the discourse patterns required for the lesson. Provide specific data from student work to support your claims.
   3. Analyze with concrete examples from student work how students used disciplinary concepts and skills to **answer the authentic, persistent question/problem.**
   4. Describe with detail from student work samples areas students did well and where they need to improve.
   5. Describe in detail how you will improve this lesson to improve both the whole class and individual student performance in a subsequent iteration of this lesson.
   6. Ground your analysis in social studies theory and research. Use the cheat sheet.
2. **Student work:** You will include **three samples** of student work, rubrics and your feedback. At least one student in your sample must be a student with specific learning needs. This assessment data may come in the form of products created during the lesson and/or assessments carried out at the end of the unit. You should provide the actual feedback you provided each student on the assessment.

# Part IV: Professional Philosophy Statement

a. Edit your philosophy statement from 4060 to include in your portfolio.

# Social Sciences Internship Portfolio (PWS) Assessment Feedback

|  |  |
| --- | --- |
| **CTSE 4920 Professional Work Sample Assessment Summary** | |
| **Rating Indicator** | **Assessment** |
| Planning for Multiple Instructional Interactions |  |
| Implementation and Discussion of One Instructional Interaction |  |
| Reflection |  |
| Analysis of Student Learning |  |
| Philosophy Paper |  |

***4=Exemplary; 3=Competent; 2=Approaching Competence; 1=Not Approaching Competence***

# Part I: Planning Score:

1. One page narrative explaining where this lesson fit within the unit
2. PIH Unit Frame
3. EdTPA Planning Commentary
4. Lesson Plan

# Part IIa: Implementation Score:

1. EdTPA Instruction Commentary
2. Cooperating Teacher Assessment
3. University Supervisor Assessment

# Part IIb: Reflection – Collaboration Score:

1. Self-Assessment of Lesson
2. Post-group sharing reflection

# Assessment of Intern Reflection on Lesson

[Ratings: 4 = **Exemplary**; 3 = **Competent**; 2 = **Approaching Competence** – Needs key improvements; 1 =

**Not Approaching Competence** – Needs much improvement]

1. Lesson strengths and weaknesses are clearly and thoroughly described.
2. Specific and adequate evidence (including from video clips) is used to support claims about lesson effectiveness and student learning.
3. Consideration of student responses to the lesson includes both whole class trends and the responses of individuals who may have differed from the trend.
4. Proposed adjustments to instruction are clear and detailed. They reflect a deep understanding of theory and research on how students learn and of instructional strategies that help all students learn.
5. Feedback and discussion with peers is incorporated into a final thoughtful reflection for improving both the featured lesson and for improving general teaching practice.

# Part III: Assessing Student Learning Score:

1. EdTPA Assessment Commentary with 3 samples of student work
2. University Supervisor Assessment:
   1. See comments on Analysis of Student Learning rubric (sent via e-mail)

# Part IV: Philosophy Statement

1. Revised Statement reflecting changes to the statement following your time in the class.
2. Tracking of changes made

# Classroom Management Plan: Expectations, Assessment and Grading

Your classroom management plan should be a **syllabus**, **a parent letter**, or a **video** addressing how you will manage your classroom. It should include a positive introduction to students and parents, classroom procedures, behavior expectations and your assessment and grading policy (or policies). The sections of the classroom management plan must include but is not limited to the following:

1. An introduction setting a positive tone for your classroom. This can include but is not limited to the following:
   1. A brief bio of who you are and/or why you wanted to teach.
   2. Major themes of the course (what will the students be learning?)
   3. What do you view as the role of parents in the process?
   4. How will you make yourself accessible to your parents?
2. A description of classroom procedures. This can include but is not limited to the following:
   1. What should students be doing upon entry to your classroom?
   2. What is your cell phone policy?
   3. What is your food/drink policy?
   4. What is your restroom policy?
   5. How and when should students communicate with you?
3. A description of behavior expectations (this section should require much thought and be as thorough as possible). This can include but is not limited to the following:
   1. The behavior expectations (rules):
      1. How should students treat/interact with you?
      2. How should students treat/interact with others?
      3. How should students treat/interact with the school property (Chromebooks, desk, etc.)
      4. How should students treat/interact with themselves?
   2. Thorough explanation of what happens when students are not meeting those expectations:
      1. First offense
      2. Second offense
      3. Third offense
      4. Fourth offense
      5. Fifth offense
4. A thorough description of your grading policy. This can include but is not limited to the following:
   1. Grading categories:
      1. Daily Work
      2. Projects
      3. Exams
   2. A description of each grading category:
      1. What does the category include?
      2. How often will the assessment be given?
      3. An explanation of how the assessment will be used (summative/formative)
   3. A thorough description of how your final grades are figured. There are several options for this but the method you choose should reflect the percentages you assigned previously.
      1. **The percentage method**: This method uses the percentages you assigned

previously and figures the final grade based on them. Using this method you would ensure that you differentiate each type of grade in your recording method, and at the end of the grading period you would calculate a score for each category and then add each of the categories together.

* + 1. **The overall average method**: Using this method the teacher records grades as they are assigned and then calculates the percentage of points the student earned compared to the points that were possible to get the students final grade.
    2. **The single point method**: Assignments are given a low point value and to calculate the final grade the teacher adds all the points. Note: There are many ways this method can be successfully modified to meet differing assessment and grading needs. In classes with many assignments or when there is a long grading period teachers may find it necessary to assign some values as fractions. Example: Daily work for each week is worth one point, but each day’s class work is worth

.2 points. Teachers may also choose to work around the issue of large numbers of assignments by making the final points equal 200 or 300 and then dividing the students’ final scores by 2 or 3. The teacher may choose to begin the grading period by giving each student a 100 and explaining the ways points are retained and lost. There are other ways this can be modified based on each teacher’s/class’s needs.

1. The entire grading and assessment section should follow wise practice guidelines and not have any aspects that are legally questionable. If you have any doubt about whether something might present a legal issue, please discuss this with me.
2. How do you intend to ensure that students and parents have regular and easy access to progress in your class as well as grades (e.g., email, websites)?
3. A model for this assignment will be provided during the semester. However, a rubric for this assignment is included below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment Section** | **Minimal - 1** | **Functional - 3** | **Exemplary - 5** | **Points** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  | **Earned** |
|  | *Plan will lead to management issues due to vague, conflicting, or insufficient details.* | *Plan is functional, but aspects will lead to confusion, doubt because of vague or contradictory statements.* | *Plan will develop a healthy classroom environment for students to take risks in exploring complex issues.* |  |
| Home Communicatio n | Home communication sets a negative/deficit tone designed to encourage humanizing and transparent communication between home, teacher, and student. Document provides little to no or confusing summary of key policies in syllabus/plan and fails to describes  three-way communication between teacher, student, and home. | Home communication sets a neutral tone designed to encourage communication between home, teacher, and student. Document provides adequate summary of key policies in syllabus/plan and adequately describes  three-way communication between teacher, student, and home. | Home communication sets a positive tone designed to encourage humanizing and transparent communication between home, teacher, and student. Document provides concise summary of key policies in syllabus/plan and thoroughly describes  three-way communication between teacher, student, and home. |  |
| Student Policies and Procedures | States all policies clearly and adequately. Policies are consistent with wise classroom management practices and adequately explained. | All issues related to students are addressed. The reasoning behind the most important policies is thoroughly explained. | All policies are thoroughly, but concisely, explained.  The reasoning behind the most important policies is persuasively explained. |  |
| Assessment plan and Grading Policy | States all policies clearly and adequately. Policies are consistent with wise classroom management practices and adequately explained. | All issues related to students are addressed. The reasoning behind the most important policies is thoroughly explained. | All policies are thoroughly, but concisely, explained.  The reasoning behind the most important policies is persuasively explained. |  |
| Classroom Procedures | States all policies clearly and adequately. Policies are consistent with wise classroom management practices and adequately explained. | All issues related to students are addressed. The reasoning behind the most important policies is thoroughly explained. | All policies are thoroughly, but concisely, explained.  The reasoning behind the most important policies is persuasively explained. |  |
| TOTAL POINTS EARNED | | | | **/20** |