



HIED 4325
HIED Internship Seminar:
Issues in Social Studies Education
Spring 2017
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Class meeting time and place: M 6-6:50 pm; 103 Speight

Office hours: T 11:00 am -1:00 pm; TH 9:00 am -12:00 noon; or by appointment

Required texts:

Welcome to Teacher Education. This book is available in the campus bookstore. The newest version is also available online: https://www.ecu.edu/cs-educ/OTE/upload/2016_Apple_Book_Final.pdf

edTPA handbook – accessed through Taskstream

TQP website docs – accessed online at <http://www.ecu.edu/cs-educ/SecondaryISLES/index.cfm>

Common Core State Standards for social studies - accessed online at <http://www.corestandards.org/ELA-Literacy>

NC Essential Standards for 9-12 social studies – accessed online at <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>

Course description – The purpose of this course is to provide individualized study of problems and/or issues related to social studies education. This course is structured to be completed in conjunction with the Senior II internship and as such will provide a framework for support and reflection on issues arising during that internship. Particular attention will be paid to issues related to classroom management, assessment and evaluation, and to differentiated instruction in the modern social studies classroom. Throughout the course students will be required to reflect on their classroom practice and to make use of that reflective process in planning future lessons. At the conclusion of the course, students will be required to submit a professional portfolio for review by area faculty in fulfillment of licensure requirements as defined by the Office of Teacher Education.

Course objectives - Students will develop skills and knowledge to be able to:

1. actively and persistently reflect on teaching practices .
2. encourage diversity in their classrooms through the content and context of instruction.
3. diagnose the root cause of classroom management issues and utilize accepted best practices to prescribe a proper course for resolution
4. diagnose the root cause of classroom management issues and utilize accepted best practices to prescribe a prevention program to avoid future occurrences

5. create and implement developmentally appropriate formative and summative assessment instruments
6. create and implement content appropriate formative and summative assessment instruments

Attendance:

Students are expected to attend class and participate fully as a demonstration of professionalism and positive work habits. Only absences with prior approval by the instructor or university approved absences with appropriate university documentation will be accepted. Unexcused absences will result in a 3 point deduction from the final grade. Attendance is defined as being present, on time, and prepared. Three late arrivals or early departures equal one unexcused absence.

Assignment turn-in:

All assignments are due on the date indicated on the syllabus. No late work will be accepted. Any work submitted late will result in a grade of zero.

General information:

Academic integrity – All students are held to the Honor Code of East Carolina University. Any violation of the Honor Code will be reported. It is your responsibility to be aware of East Carolina University’s Academic Integrity Policy. This policy is available online and in the university catalog. Any forms of cheating or plagiarism are included.

Support for students with disabilities – East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a covered disability must go to the Department for Disability Services located in Slay 138 to verify the disability before any accommodations may occur. The telephone number is 737-1016.

Severe Weather Information – The ECU emergency information hotline is 328-0062. Information regarding class cancellation due to severe weather is also available on the university website.

Guidelines for withdrawal from internship:

- Intern teacher candidates will maintain acceptable teaching proficiency. If at any point in the internship, the university supervisor concludes that the intern teacher candidate is demonstrating such ineffectiveness that the progress of the students in the classroom is being seriously impaired, the intern teacher candidate will be withdrawn from the classroom.
- Intern teacher candidates are expected to present an acceptable professional appearance while on duty and must also abide by any written code established by the local school or major department for professional personnel. Defiance of specific requests made by public school or university officials will be considered grounds for dismissal.

- Intern teacher candidates who are arrested for violation of local, state, or federal drug laws, or of serious offenses involving moral turpitude will be withdrawn immediately. Other offenses or conduct that cause any intern teacher candidate's character or fitness for admission to the teaching profession to be questioned may result in an investigation initiated by public school officials, the chair of the intern teacher candidate's major department, the program coordinator of internships, the clinical teacher, the university supervisor, the Director of Teacher Education, or other university officials.
- Termination of an internship and separation from the program can be accomplished only by the Director of Teacher Education in conjunction with the Department/Program Area. Such critical decisions will be made only after careful consideration by the intern teacher candidate, university supervisor, clinical teacher, program coordinator and/or chair, and the Director of Teacher Education.

Other Internship Related Guidelines.

- Intern teacher candidates must abide by the same policies of the local school as those required of regular teachers, plus those created by the local school system specifically for interns.
- Intern teacher candidates may not accept gifts having monetary value from their pupils at any time.
- Intern teacher candidates must possess good health and have a current health certificate on file in the Office of Clinical Experiences before beginning the internship. Any changes in the medical status of intern teacher candidates prior to or during the internship should be reported to the Lead Coordinator for Clinical Experiences. Intern teacher candidates will be permitted to continue in their internships as long as the changes in health do not reduce teaching effectiveness.

Grading Scale: A minimum grade of C (a 73 or above) is required in this course (and all other UD courses) for advancement in the History Education program.

Grade	Range	Quality points
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
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C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-62	.7
F	Below 60	0

- YOU MUST COMPLETE AND PROPERLY SUBMIT **ALL** COURSE REQUIREMENTS TO PASS THIS CLASS. FAILURE TO COMPLETE **ANY ONE** OF THE REQUIRED ASSIGNMENTS WILL RESULT IN A GRADE OF “F” FOR THE COURSE.
- NO INCOMPLETES will be given.

Requirements:

Online posting of weekly calendar (15%) – Under the discussion board in Bb you will find a thread entitled weekly calendar. Using the format provided to you through course docs in Bb, generate a weekly calendar showing your teaching activities for the coming week. You will post these by 9 pm Saturday of the week preceding your teaching, so for instance, you will post your weekly calendar for next week by this Saturday. You will need to do this each week of the internship. If you are only observing during a given class period, simply note “Observing” in the blank in the weekly calendar.

Peer feedback of teaching (20%) – You will be asked to provide feedback to a classmate using edTPA instructional rubrics as a formative support in their development of their edTPA portfolio. You will meet with a partner(s) in a PLC environment and will present the outcomes of those discussions (online) as directed by the instructor.

Completion of edTPA requirements (55%) – Contact will be made with your university supervisor to assure that you have successfully completed the various components of the TPA project (which has taken the place of the professional portfolio).

Classroom management plan (10%) – Using the format provided by the Office of Teacher Education, you will create and submit a classroom management plan for use in your internship classroom. This plan should be constructed with the advice and consent of your clinical teacher, but should include all required elements for this course.

Requirement summary:

Online posting of weekly calendar	15%
Peer feedback (PLC activities)	20%
edTPA requirements	55%
Internship classroom management plan	<u>10%</u>
	100%

edTPA Portfolio

All components of the edTPA portfolio are located on your Taskstream account. You are able to create your responses to Tasks 1, 2, and 3 and then upload your work to the portfolio via Taskstream. A deeper, more detailed discussion of the requirements of the edTPA will be discussed during HIED 4325.

Important: All HIED (undergraduate and graduate) interns will submit their edTPA portfolios to Pearson for scoring. The cost associated with Pearson scoring will be covered by the College of Education for the initial submission. The deadline for HIED interns to submit their edTPA portfolios to Taskstream is March 24, 2017. No exceptions to the deadline will be granted. You will be required to submit your edTPA portfolio first to Taskstream on 3/24 and then follow the process to submit to Pearson for national scoring by March 30. edTPA scores will be reported by Pearson by April 20.

Each intern must earn a minimum of 38 points on the edTPA. Any intern who does not earn at least 38 points on the edTPA portfolio will be provided the opportunity to participate in a remediation process directed by History Education faculty. At the end of the remediation process, the intern will submit a revised/remediated portfolio to Pearson at cost to the student. If the intern scores a minimum of 38 points on the revised/remediated portfolio, he/she will receive the modified number of points for the internship (TCHR/HIED 6024) as indicated on the course syllabus.

If the intern's revised/remediated portfolio does not ultimately receive at least 38 points, the intern will not receive credit for the edTPA portfolio and will not receive a grade of C or higher in TCHR/HIED 6024. In that event, the intern will be required to file a petition for exception, secure another internship placement, repeat the course, create and submit a new edTPA portfolio, earn a passing rating on that edTPA portfolio, and receive a C or above in TCHR/HIED 6024 in order to be recommended for a North Carolina teaching credential.

Course calendar: GREY means class meets face-to-face in 103 Speight

Date	Topic	Assignment	Due
1/9	Introduction to seminar edTPA calendar	Read entire edTPA handbook	
1/16	No Class – MLK, Jr. Day		1. Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm.
1/23	Teaching and reflection in the field		1. Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm.
1/30	Classroom management – addressing issues before they arise	See online readings under course docs on HIED 4325 site. Determine edTPA timeline and topic with CT	1. Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm. 2. edTPA topic due
2/6	Teaching and reflection in the field		1. Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm. 3. Post your edTPA central focus to Bb discussion thread for feedback from your PLC.
2/13	edTPA task 1 support session Classroom management support session – creating a cooperative classroom environment	Complete a draft of your UAM, draft lesson plans for each of the three lessons, and a draft of your planning commentary	1. Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm. 2. Draft of your UAM, draft lesson plans for each of the three lessons, and a draft of your planning commentary due in class
2/20	Out-of-class edTPA PLC feedback session (meet with PLC at time and place of your choosing)	Meet with PLC members (you choose meeting time and place) and discuss edTPA videos and assessments using stipulated protocol (accessed in weebly) Target week to complete edTPA video and collect and provide feedback to assessment item(s) used in edTPA	Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm. Email your PLC document to the instructor no later than 11:00 pm on Friday 2/24

2/27	<p>Classroom management and academic language support session</p> <p>-Job search and interview techniques (in preparation for Career Fair)</p>	<p>See online readings under course docs on HIED 4325 site.</p> <p>Target week to complete edTPA video and collect and provide feedback to assessment item(s) used in edTPA</p>	<p>Internship Classroom management plan due in Bb by 11:00 pm on 3/3</p> <p>Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm.</p>
3/6	<p>edTPA task 2 and 3 support session</p>	<p>1. Video and trim your edTPA videos (2 segments of no more than 10 minutes of unedited video each) using the task 2 rubric guidelines</p> <p>Target week to complete edTPA video and collect and provide feedback to assessment item(s) used in edTPA</p>	<p>Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm.</p>
3/13	<p>In-class PLC meetings – use PLC task 2 and 3 protocols to provide feedback on edTPA submission of teammates</p> <p>Please plan to meet for an extended period on this night of class</p> <p>edTPA writing week – DO NOT COMPLETE YOUR DAYS OF FULL TIME TEACHING DURING THIS WEEK</p>	<p>Spend any extra planning time this week writing your responses to edTPA prompts.</p>	<p>1. Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm.</p> <p>2. edTPA videos due in class – bring computer with uploaded video file and headphones</p> <p>3. Task 2 instruction commentary ideas ready for review in class</p> <p>4. Task 3 assessments (with feedback) and assessment commentary ideas ready for review in class</p>
3/20	<p>Full edTPA portfolio due in Taskstream by 11:00 pm on 3/24. Once successfully submitted to taskstream, you must follow the protocol to submit your edTPA portfolio to Pearson for scoring. Instructions to be provided by your 4325 instructor.</p> <p>You are not required to attend your internship site on 3/24, but should use this day to upload and submit your full edTPA portfolio to taskstream. COE tech support will be on standby in Speight. Once submitted to Taskstream, you MUST complete the process for submitting your edTPA portfolio to Pearson for National Scoring.</p>		

3/27	edTPA submission to Pearson Teaching and reflection in the field		Complete submission process to Pearson by 3/30
4/3	Addressing classroom management issues – strategies for taking action	See online readings under course docs on HIED 4325 site.	Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm.
4/10	Teaching and reflection in the field		Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm.
4/17	Public School Spring Break – No Class		
4/24	NC New Teacher Evaluation instrument and system	See online readings under course docs on HIED 4325 site.	Post weekly calendar for next week to appropriate discussion thread by Saturday at 9 pm.
5/1– Final exam 6-7 pm	-Moving into the profession – some strategies for success	See online readings under course docs on HIED 4325 site.	

Major due dates/internship 2 events:

Mandatory senior internship 2 meeting – January 13, 2017

First day of internship - January 9, 2016

Mandatory career fair – March 1, 2017, 8-10 am – Greenville Convention Center

Projected edTPA implementation window – February 20-March 10, 2016

edTPA “writing week” – March 13-March 17, 2017 (reduce teaching load to two block classes)

10 full instructional days - must be completed outside of the program identified edTPA window if possible. Must be consecutive instructional days and must be completed prior to last day of internship 2 as stipulated by OCE. (preferable window is March 27-April 13)

Spring break – follow public school calendar for when spring break is allowed

edTPA portfolio due in Taskstream- March 24, 2017 by 11:00 pm to taskstream

edTPA workday – March 24, 2017 you do not report to your internship this day, but rather complete submission of edTPA (this is already approved by OEP)

edTPA scores returned from Pearson – April 20

Last day of internship – May 3, 2016

Mandatory internship 2 meeting – May 4, 2016

ECU Graduation – May 5

COE Graduation – May 6 12 noon, Minges

Co-Teaching Calendar for HIED Interns and CTs:

One teach, one assist – January 9- 20 (CT has major role and intern fulfills supplemental and limited instructional duties)

Full co-teaching – January 23-March 24 (CT and intern co-plan and co-teach using the various approaches introduced in the co-teaching training. Intern may be expected to take on increasing roles in certain classes and a more supportive role in other classes as this period progresses, but will be a part of every lesson in every class every day).

“All days” (10 consecutive instructional days) – Preferable window is March 27-April 13. Intern will have primary responsibility of planning and teaching in all classes during this 10-day period. Co-teaching strategies should still be used, but intern should be the one primarily responsible for planning and instruction.

Bridge period – Intern will maintain lead responsibility in one or two classes and will co-teach the remaining classes with the CT until the end of the internship. The CT is encouraged to use this as a period to allow the intern some individuality in planning and instruction as a bridge to the profession at the close of the internship.

Praxis II testing requirements

Effective July 1, 2014, middle, secondary, and K-12 (with the exception of Special Education: General Curriculum; Special Education: Adapted Curriculum; B-K; Dance; and Theatre) candidates recommended for an initial teaching license are NOT required by the SBE/DPI to pass the required licensure exam(s) prior to being recommended by the IHE. Candidates are strongly encouraged to take and pass the required tests prior to recommendation to be as marketable as possible for direct employment upon graduation. Computer versions of tests begin with “5” and are given within specific testing windows. These tests can be found at: www.ets.org/praxis/nc/requirements

Candidates who do NOT pass the exam(s) prior to IHE recommendation are required:

- 1) To take the exam(s) at least once during their first year of teaching.
- 2) To pass the exam(s) in order to convert the Standard Professional I license to the Standard Professional II license.