

EDSE 584: High School Internship Seminar

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Academic Bulletin Description

Classroom management, service learning, legal/professional responsibilities, multicultural perspectives, and needs of exceptional children

Full Course Description

This course is designed to synthesize the skills and instructional techniques learned during coursework and field experiences. Emphasis will be placed on those qualities necessary to promote professional development and success during the high school teaching internship.

Intended Audience

This course is designed to serve secondary content area MT and MAT students who are currently student teaching in classrooms.

Co-requisite

Enrollment in Internship B/Student Teaching

Course Credit

3 credit hours

Learning Outcomes

Students will

- 1 Reflect on readings assigned through Online Discussions to deepen and broaden understanding of course topics;
- 2 Explore and analyze the communities in which they teach and the populations which they serve via the Community Engagement Inquiry which generates data about school and local cultures, in order to better understand and teach their students through cultural responsiveness;
- 3 Analyze and evaluate their instruction and student learning through the Reflection on Instruction and Student Learning in order to differentiate between strengths and weakness and improve student learning;
- 4 Identify the policies and legal responsibilities of the professional educator by gathering data that highlights School Laws and Policies;
- 5 Identify and apply resources and methods for the teaching of diverse populations via creation of lesson plans that effectively incorporate these resources, methods, and students;
- 6 Create and revise a Cover Letter and Resume in preparation for his/her transition from the university to the classroom.
- 7 Generate a philosophy of teaching based on best practices via the Cover Letter.

Required Readings

- USC Internship Policies and Procedures Manual (available at Quick Copy in basement of Russell House).
- USC ADEPT Handbook (available at Quick Copy in basement of Russell House)
- Articles, chapters, media posted on Blackboard

Schedule

There are 11 course modules and 5 live class meetings. Students will be allotted two weeks to complete modules #3, #4, and #10. Assignments, and the time allotted per assignment are listed on the Course Schedule. All postings to BlackBoard including assignments, discussion, and links are due by Saturday, midnight at the end of the week assigned.

Undergraduate Assessment

- Resume 10%
- Cover letter 10%
- Blackboard discussion 30%
- Google hangouts discussion 20%
- Community engagement inquiry 10%
- Reflection on instruction and student learning 10%
- School laws and policies data 10%

Graduate Assessment

- Resume 5%
- Cover letter 5%
- Blackboard discussion 30%
- Google hangouts discussion 20%
- Community engagement inquiry 10%
- Reflection on instruction and student learning 10%
- School laws and policies data 10%
- ADEPT Goal Setting and Professional Development Plan and Reflection 10%

Resume

After completing the course module, *How to get a Teaching Job in SC*, you will develop a professional resume to use during the USC Education Recruitment Fair and other career fairs and interviews with school districts.

Cover Letter

After completing the course module, *How to get a Teaching Job in SC*, you will write a cover letter to include with a resume for a potential employer. Once you have briefly introduced yourself, emphasizing your academic background, explain briefly your philosophy of teaching. Articulate your goals for employment. Refer to personal and professional experiences that qualify you for a job with this district.

Many school districts and school administrators will ask you to describe your teaching philosophy as part of the application/interview process. To that end, this assignment provides you with the opportunity to articulate your personal philosophy of teaching in your content area. We commonly refer to a philosophy as a set of the “most general beliefs, concepts and attitudes of an individual or a group” regarding a particular sphere of activity; therefore, your philosophy of teaching would include a brief set of personal statements which reflect the above definition concerning who, what, where, how, and how well as related to teaching. Areas to consider include the school, students, curriculum, teaching methods, teaching, and the teaching profession. Remember, this philosophy needs to engage your reader and should convey what it is you have come to believe about the teaching of your content area and about working with students specifically in the content area classroom.

Blackboard Group Discussions: Certain course modules require you to post to our class discussion board. Questions about the assigned readings and media links will be posted for you to respond to. Your attendance will be monitored through your participation in the group discussions. Failure to participate in the discussion boards will negatively affect your grade.

Google Hangouts Group Discussions: Certain course modules require you to schedule, conduct, and upload online group discussions. Questions about the assigned readings and media links will be posted for you to discuss with your assigned group. You will post the link for your group discussion to BB. Your attendance also will be monitored through your participation in the online group discussions. Failure to participate in the online discussion will negatively affect your grade.

Please note that instructions for posting to Blackboard and Google hangouts are found on the Blackboard site. If you have any trouble, be sure to contact your instructor for help.

Discussion Board and Google Hangouts Grading Criteria

Since much discussion in this course takes place online, it is important that you take the time to respond carefully and thoughtfully to the discussion questions and to each other whether you are reading or listening to your classmates’ answers and responding to them. Careful reflection will help you to engage with the texts in a deeper manner and develop your thoughts about them.

When replying to colleagues, you should consider the following:

- provide an alternative perspective
- share stories about your own experiences
- ask questions to further the discussion
- post additional resources (websites, books, articles)
- discuss why you agree or disagree with something (remember to stay courteous as you do so!)

The grading rubric for discussion board posts and replies will be posted on Blackboard.

Community Engagement Inquiry

After completing the course module, *Community Engagement Inquiry*, collect the following data from the community in which you teach and share this during an online discussion with an assigned group of students teaching in the same district.

A. Government description of the community

Our state and federal government expends quite a few dollars to obtain and report data on the American population. We can use this statistical information to begin to form a very

rough idea of what the community is like and what the high school is like. Include information about:

- the racial/ethnic demographics of the community
- income of residents
- age distribution of residents
- home prices
- rental units
- graduation/drop out rates
- racial/ethnic demographics of the school
- free/reduced lunch statistics
- expulsion data
- teaching staff characteristics
- special education rates
- if you can, pay attention to any changes in these demographics over the last 10 years

You will find much of this data on the South Carolina District/School report cards at ed.sc.gov/data/report-cards/

You can also check:

The American FactFinder - a service of the US Census Bureau

<http://factfinder.census.gov/home/saff/main.html?lang=en>

National Center for Education Statistics - a service of the US Department of Education

<http://nces.ed.gov/>

B. Make/acquire a map of the neighborhood or community of the school

C. Conduct a tour of the community

After school one day, walk or drive slowly around the neighborhood and look at it close up. Collect data on your trip, for example, through writing descriptions and impressions and taking pictures.

- condition and type of the housing
- see what residents are doing in the neighborhood
- examine the shops – what can people buy and where
- examine job opportunities in relationship to residential areas
- what can children do for free in the neighborhood and where can they do it?
- what services are available for residents?

Be sure to do the following actions during your tour:

1. Go into one or two mom and pop, locally-owned stores. Check the store out. Buy something to eat or drink there.
2. Talk to different residents you come across (walkers, gardeners, shopkeepers, children, etc). Talk about whatever you or they want, but try to find something out about the community

3. Go to a grocery store in the neighborhood (you can search for one or ask students for suggestions). Compare the quality of produce, meat, and other products to the grocery store you normally shop at.

For many of the communities in which you teach, you already have a sense of that place. As you take your walking tour, pay attention to both confirming and disconfirming evidence of that sense of place.

D. Conversations with students

Determine some way to get some information from students about their community and their use of it. (You may want to do this before the tour of the community) Such methods that come to my mind include a discussion with students or a survey. Find out what ever you would like, but here are some ideas to get you thinking:

- what do they do with their free time?
- with whom do they hang out?
- where do they typically hang out in the community?
- what's their favorite thing about where they live?
- do they want to remain in the community?
- how would they improve their community?

E. Conversations with adults

Have a few informal conversations with adults at the school (teachers, administrators and administrative, cafeteria and custodial staff).

- Where are they from? Where do they live in the community?
- What's their favorite thing about the community?
- What are the challenges in the community?

F. Community resource

Identify at least one community resource, located within or close to your attendance boundaries, that may be useful in your teaching or interaction with students. An easy, but generally (not always) unacceptable way to satisfy this part of the project is to identify resources specific to your content matter, but I am encouraging you to think more broadly into the realm of human services. Discover what this resource has to offer and how you could make use of it as a teacher.

Reflection on Instruction and Student Learning

Beginning with the 2007-2008 academic year, all induction contract teachers in South Carolina were evaluated using the revised ADEPT Performance Standards and the new teacher evaluation model called SAFE-T—the System for ADEPT Formal Evaluation for Classroom Teachers.

Under this evaluation model, teachers complete a written reflection on their instruction and the learning of their students following each formal ADEPT observation. These written reflections then become part of each teacher's ADEPT dossier.

For this assignment, you are to complete a 2-page (undergraduate students) or 3-page (graduate students) written reflection on your first observed lesson (either cooperating teacher or supervisor) using the SAFE-T template preferably prior to the post-observation conference with your coaching teacher or supervisor. The template with its questions is provided on the BB

course module, *Reflection on Student Practice*.

School Laws and Policies

After completing the course module, *Classroom Management*, complete the school laws and policies handout which asks you to describe, in writing, your school or district policies for the following items:

1. Corporal punishment and use of force
2. Intervening in physical altercations between students
3. Can you leave your classroom unsupervised—what is your school policy
4. Number of teachers per student on field trips or playground
5. Computer and Internet policies
6. How to report suspected abuse or neglect of students
7. School policy on bullying or harassment and consequences
8. Gang affiliation or violence
9. Sexual harassment policy
10. Student dress code
11. Contractual Obligations—if you sign a contract with a district what are your rights
12. Other interesting school policies or procedures you want to discuss (look at your teacher's school or faculty handbook).

ADEPT Goal Setting and Professional Development Plan and Reflection (Graduate Students Only)

Over the semester you will create 2-3 professional goal statements and a professional development plan to support attainment of your goals. Your goals should address the areas of the ADEPT standards you feel are most critical for you to improve and should represent areas you will be able to work toward during your student teaching experience. At the end of the semester you will write a 3-4 page reflection on how you worked to meet your goals and what further steps you will take as you start your teaching career. You will also keep a journal and/or collect evidence to support your growth. More about this will be discussed in class.

Course Grade Determination

Your letter grade for this course will be determined by the following percentages:

- 93-100% = A
- 90-92% = B+
- 85-89% = B
- 82-84% = C+
- 77-81 = C
- 74-76% = D+
- 69-73 = D
- 68 or below = F

ACADEMIC SUCCESS

I will be contacting you via the email address you have in Blackboard. If you primarily use another email account, you should make sure that the Blackboard account is linked to that address. It is your responsibility to ensure that your email accounts work properly in order to receive mail.

If you are having trouble with this course or its material, you should contact me via email to discuss the issues. As a student in this course you also can get help from:

- The Student Success Center: <http://www.sa.sc.edu/ssc/>
- The Academic Centers for Success: <http://www.housing.sc.edu/ace/>
- Support for Blackboard and Technology
- As a student in this course, you also have access to support from University Technology Services for Blackboard and computer issues.
- Blackboard Support: <http://uts.sc.edu/academic/blackboard/support.shtml>
- Technical Support from University Technology Services: <http://uts.sc.edu/support/helpdesk.shtml> or call 803-777-1800

ACADEMIC INTEGRITY

University policy regarding academic responsibility (Student Affairs Policy STAF 6.25) states “It is the responsibility of every student at the University of South Carolina Columbia to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline.” Students who commit an act of academic dishonesty may receive a failing grade on the assignment or in the course. More information regarding this policy can be found in the Carolina Community: USC Student Handbook and Policy Guide at <http://www.sc.edu/policies/staf625.pdf>.

STUDENTS WITH DISABILITIES

Students with disabilities are encouraged to contact the instructor to discuss the logistics of any accommodations needed to fulfill course requirements. In order to receive reasonable accommodations from the instructor, students must be registered with the Office of Student Disability Services. Any student with a documented disability should contact the Office of Student Disability Services to make arrangements for appropriate accommodations at 777-6142 or <http://www.sa.sc.edu/sds/about/>.

Course Schedule			
Module or Meeting	Topic	Assignments and Time	Total Time on Module
First Live Meeting 9:00-3:30	Introductions; Requirements for Internship B; Review syllabus; ADEPT orientation; Internship B Supervisor/Intern Meetings	Live class meeting	360 minutes
<u>Module 1</u> Course Module:	Overview of the SC Licensure Process;	Read the initial certification handout (20)	175 minutes

How to Get Certified	Requirements During Final Internship Semester; Praxis II and PLT Registration; Middle Level Add-On Change Form; SCDE Certification Status	Watch the PowerPoint, SC Initial Teaching Licensure: What to Do During your Final Semester (30) Read the Secondary Licensure Reminders handout (20) Complete a Change/Action form if adding on middle level certification (15) Read the Praxis information for your content area (15) Register for Praxis II and PLT (30) Apply for graduation (15) Request a copy of your transcript to be sent to the SCDE (15) Submit passing Praxis II and PLT scores to the COE and SCDE View your SCDE status (15)	
<u>Module 2</u> Course Module: Community Engagement	Strategies for Learning about the Neighborhoods and Communities Served by your School & Community Resources that Support Teaching and Interacting with Students	Read “Communities and Schools” (45) Read “Becoming the Face of the Community for Public Education Reform” (15) Gather data about your school and district (30) Make or acquire a map of the neighborhood or community of the school (30) Have a conversation with students about the school community (30) Have a conversation with adults about the school community (60) Conduct a tour of the community (60) Identify a community resource and think about how you might use this resource in your teaching (30) Have a GoogleHangout (60 minute minimum) with your assigned group in which you discuss the readings and share what you learned about your teaching community from students, parents, and the resources you gathered and post the link (60)	360 minutes
<u>Module 3</u> Course Module: Long Range Plan	Components of the 5 Sections of the LRP Creation of Long Range Plan for Classes Taught During Internship	Watch the Adobe Connect session that overviews the components of the long range plan (30) Read the long and short range planning chapter from <i>Instructional Strategies for Middle and High School</i> (60) Read the Long Range Plan ADEPT Handbook description (15) Review the TT1 Long Range plan ADEPT template (30)	540 minutes

		<p>Review Long Range Plan examples in your content area (30)</p> <p>View the Habits of Mind summary handout (15)</p> <p>Create a draft of your Long range plan that you will hand in to your university supervisor by the deadline (240)</p> <p>Revise your Long Range Plan based on feedback from your supervisor and turn in the final copy on the assigned date (120)</p>	
<p><u>Module 4</u> Course Module: How to Get a Job Teaching in SC</p>	<p>CERRA: Online Application, Job Bank; Resume/Cover Letter; USC, CERRA, & District Career Fairs; Interviewing Tips; Qualities Assessed Beyond ADEPT</p>	<p>Watch the screencast: CERRA: Overview and CERAA Application Tutorials (30)</p> <p>Create a profile on CERRA and complete the online job application (120)</p> <p>Watch the screencast, CERRA job bank tutorial (15)</p> <p>Apply information to conduct job searches throughout the semester as needed (60)</p> <p>Read USC Career Center’s information on resumes and cover letters (45)</p> <p>Apply information by creating a resume and cover letter that is e-mailed to Star Jamison in the Career Center, requesting feedback; copy instructor on this e-mail (120)</p> <p>Watch the screencast, Career Fairs (15)</p> <p>Create and upload a calendar of career fairs you plan to attend (30)</p> <p>Post drafted answers to frequently asked questions during teacher interviews on BB (120)</p> <p>Read information about key qualities assessed on district recommendation surveys (60)</p>	<p>615 Minutes</p>
<p>2nd Live Meeting</p>	<p>Long Range Plan drafts; Resume/cover letter drafts; Guest teacher panel; ADEPT Goal Setting and Professional Development Plan and Reflection (Graduate Students Only)</p>	<p>Live class meeting</p>	<p>120 Minutes</p>
<p><u>Module 5</u> Course Module: Teaching for Social Justice</p>	<p>Equity and Access; Cultural-Historical Approach to Learning; Achievement Gap vs. the Education Debt;</p>	<p>Read “Profoundly Multicultural Questions” (60)</p> <p>Read “Cultural Ways of Learning: Individual Traits or Repertoires of Practice” (60)</p> <p>Read from the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools” (60)</p>	<p>480 minutes</p>

	<p>Equity and Culturally Relevant Pedagogy</p>	<p>Read “Equity Pedagogy” (60) Read “Culturally Relevant Pedagogy” (60) Watch the PowerPoint, Remixing the Curriculum: CRP and Social Justice (30) After reading the above, answer the following prompts on the Discussion Board: (90) How did these articles challenge or support your thinking? What questions do these articles provoke? What can you do to teach for social justice? Post 3 responses to classmates (60)</p>	
<p><u>Module 6</u> Course Module: Culturally Responsive Classroom Management</p>	<p>Culturally Responsive Classroom Management; Discipline vs. Punishment: Knowing the Difference; Exploring Various Classroom Management Strategies</p>	<p>Read “Culturally Responsive Classroom Management: Awareness into Action” (60) Read “What Discipline is For: Connecting Students to the Benefits of Learning” (60) Review district and school materials and resources related to laws and policies (60) Complete and upload the School Laws and Policies handout based on what you have learned (90) View at least 3 of the videos posted on classroom management (60) After reading and viewing the above as well as having a conversation with your coaching teacher about classroom management, answer a minimum of 3 the following prompts on the Discussion Board: (90) What is culturally responsive classroom management? How does this differ from traditional approaches to classroom management? What are the differences between discipline and punishment? What are the most common classroom management strategies used in your current school and classroom? How can you be proactive with management strategies? What are specific ways you can redirect student behavior towards learning? What are strategies for dealing with power struggles in the classroom? Post 3 responses to classmates (60)</p>	<p>480 minutes</p>

Third Live Meeting	Teaching for Social Justice	Live Class Meeting	120 minutes
Module 7 Course Module: Unit Work Sample	Creating a Unit Work Sample	Listen to the Adobe Connect session on how to create a unit work sample (30) Read the Unit Work Sample PowerPoint (30) Review the Unit Work Sample Template (15) Read the ADEPT Unit work sample manual (15) Review unit work sample examples for your content area (30) Create and implement pre and post assessments that are aligned to unit objectives (150)	270 minutes
Fourth Live Meeting		Attend the USC Education Roundtables on the date held (180) Develop a rough draft of the UWS that you will turn into the university supervisor by assigned date (480)	660 minutes
Module 8 Course Module: Reflection on Practice	Critical Incidents in Education; ADEPT Goal Setting and Reflection on those Goals	Open the Critical Incidents folder Read the Critical Incidents PowerPoint (30) Follow the links and view the critical incidents videos (45) Read Critical Incidents – More Information and follow the links as instructed (45) Review the critical incident assignment paper and example written by a prior student (30) Complete the ADEPT Reflection on Teaching immediately following one of your classroom observations (90) Have a 30 minute discussion of critical incidents with assigned classmates via Google Hangouts; post your discussion to YouTube and post the link (30)	270 minutes
Fifth Live meeting	Recruitment; UWS	Attend the USC Educational Recruitment Fair on the date held (180) Make revisions to your UWS and turn in final documents to your university supervisor by the assigned date (240)	420 minutes
Module 9 Course Module: Exceptional Children	Legislation; Inclusion Barriers and Best Practices; Disability Categories; Characteristics; Accommodations and Modifications	Have a 30-minute Google Hangout with your assigned group: What do you already know about exceptional children? What do you want to know more about? Upload your conversation to YouTube and send the link to your instructor (30) Read the Overview of Exceptional Children PowerPoint (60)	420 minutes

		<p>Watch the video links as directed (60) Peruse the Disability.gov website, following the link for Education; make note of the information and resources available; follow at least 5 links and take notes on the information you gather (120) Peruse the cast.org website, following the link for Universal Design for Learning Watch the video for UDL at a glance (30) Take notes on the Teacher-Friendly UDL tools (90) Have a 30-minute Google Hangout with your assigned group during which you discuss what you have learned about exceptional children. Upload your conversation to YouTube and post the link (30)</p>	
<p><u>Module 10</u> Course Module: Bullying</p>	<p>Forms of Bullying; Bullying and Risks of Suicide; Legal Issues Associated with Cyber Bullying; Anti-Bullying Organizations, Materials, and Resources</p>	<p>Watch the YouTube videos, “Asher Brown-Bullied to Death” and “14-Yr-Old Jamie Rodemeyer Bullied to Death” (45) Read the PowerPoint, Bullying in the Classroom (15) Watch the YouTube video, “Tyler Clementi Vigil” (10) Read the PowerPoint, Cyberbullying (30) Visit the National Bullying Prevention website and: 1) watch a minimum of 5 videos; list the videos you watched and make notes on how you might utilize these in your future classroom (90) 2) select a minimum of 2 resources; describe the resources you selected, and make notes on how you might use/adapt these for use in your future classroom (60) Visit the Anti-Bullying Network website and peruse their resources, specifically Publications, ABN Information Sheets. Read a minimum of 3 of these; list the information sheets you read, and make note of how this information might affect you future classroom and teaching (120) Visit the Stop Bullying website, following the links for How to Prevent Bullying, Prevention at School, as well as Response to Bullying. Make notes on what you will do to prevent bullying in your future classroom (120)</p>	<p>700 minutes</p>

		<p>Visit the Wired Safety and Stop Bullying websites (30)</p> <p>Read the Case Studies provided and post your responses prompted by the discussion questions for each case to the Discussion Board (120)</p> <p>Have a 60 minute minimum discussion with your assigned group via GoogleHangouts in which you discuss the questions asked above and the notes you took in response to the questions. Upload your discussion to YouTube and post the link (60)</p>	
<u>Module 11</u> Course Module: Virtual Classrooms	Blended Learning; Virtual Education	<p>Read “Blended Learning” and “Building a Blended Learning Program” (120)</p> <p>Peruse the website for the SCDE Office of Virtual Education, taking note of the content-specific materials and resources available (60)</p> <p>Have informal conversations with teachers at your school about how they are incorporating technology (60)</p> <p>Review the website links for implementing technology into the classroom; explore two new ones, taking notes on what you learn (30)</p> <p>Have a 40-minute minimum GoogleHangout with your assigned group during which you discuss what you have learned from your reading, website perusal, and conversations. Upload your conversation to YouTube and post your link. (40)</p>	310 minutes
		Total Minutes for semester	6300

Justification for Distributed Delivery Offering

EDSE 584 has only been offered as a traditional course, yet secondary teachers are expected to utilize effective technology for classroom instruction. With national and local school movements towards blended and online learning, future high school teachers need more experiences with distance education delivery formats. Twenty-seven states including South Carolina (<https://scvspconnect.ed.sc.gov/>) have virtual schools. We want our teachers to be the catalyst for innovative teaching in the digital age.

Along with the provision of professional learning opportunities, a Distributed Learning version of EDSE 584 offers personal and social advantages to USC and its students. Secondary education students concurrently enroll in student teaching and intern in high schools from 7:30AM-3:30PM each day. Students are currently teaching within a 45-minute radius of the USC-Columbia campus; however, the College of Education is offering scholarships for students willing to student teach in high-needs counties including: Bamberg, Beaufort, Calhoun,

Clarendon, Colleton, Darlington, Dillon, Dorchester, Florence, Hampton, Jasper, Lee, Marion, Marlboro, Orangeburg, Sumter, and Williamsburg. More students might apply to teach in high needs areas if they did not have to return so often for traditional brick and mortar course meetings. Students would gain greater flexibility by minimizing travel time and could truly learn “wherever they are, whenever they are.” It would serve both the interests of education students and university-community outreach efforts to offer this course through Distributed Learning.

Another advantage to the university, if EDSE 584 were offered via distance education, is a reduction in classroom space and faculty load. Enrollment in EDSE 584 over the past 3 academic years is as follows:

Fall 2011	6	1 section
Spring 2012	57	3 sections
Fall 2012	6	1 section
Spring 2013	65	3 sections
Fall 2013	6	1 section
Spring 2014	57	3 sections

If offered online, we could schedule two sections per year, reducing the need for faculty and classrooms by 50%.

A final reason for offering EDSE 584 through distance education is the potential it offers for serving and fostering an online community of practice which might be continued as interns graduate from USC and move into their first year of teaching. With the Council for the Accreditation of Educator Preparation (caepnet.org) accreditation standards requiring the USC College of Education to follow interns into and across their first three years of teaching, an online seminar initiated in EDSE 584 and continued beyond the classroom, might well serve this purpose.

The course will be taught by faculty from the Department of Instruction and Teacher Education in the College of Education. An associate professor of secondary English education, Mary E. Styslinger, is the lead faculty member for the course, having taught a section of EDSE 584 four times, reaching over 65 students. She has developed the syllabus for the course, modified it each semester, and received positive student evaluations each time she has taught the course. In addition, Mary E. Styslinger has served as the secondary program coordinator for four years. She has coordinated the secondary faculty effort to deliver more distance learning opportunities and experiences for students. She has organized secondary faculty in math, social studies, science, theatre, and foreign language to agree upon the core content modules to be delivered online, wanting this to be a collaborative endeavor. The input of the secondary faculty’s input cannot be overstated as this faculty is responsible for establishing the core elements of the theme such that any member may use the content comfortably as is. Creating online content for EDSE 584 has encouraged faculty to collaborate in the re-design of this course. It has prodded faculty to conceive ideas in new ways and model innovative digital practices for USC students. It will lead faculty to better prepare teachers for teaching in 21st century schools. And in the end, students will be better served by increased flexibility during a challenging student teaching semester.

Identification of Provisions for Student-Professor, Student-Student, and Student-Content Interactions:

Student-Professor Interactions: As this is a blended course model, students will have the opportunity for face-to-face interaction with their professor. In addition, students will read and/or watch the professor's lectures online and will interact with the professor through the discussion board (the professor will prepare prompts and post comments to student postings). The professor will also provide individual feedback on students' discussion board postings, online discussions, and assignments using grading rubrics (rubrics will be posted on Blackboard).

Student-Student Interactions: Students will interact during class meetings as well as comment on each other's discussion board postings and conduct online discussions. Responses are required assignments and will be graded by the professor using rubrics (to be posted on Blackboard).

Student-Content Interactions: Students will engage with course content during live course meetings as well as by completing course modules; viewing lectures; reading and viewing materials posted to BB; writing discussion board postings in response to questions about the reading; engaging in online discussions about the reading and materials posted on BB; and completing assignments.

Explanation of Delivery Technology to be Used:

The materials for the course, lectures, and discussion boards will all be housed on the Blackboard site for the course. Course readings, video links, handouts, lectures, and PowerPoints will be posted on Blackboard for students to view. Students will participate in discussions on the discussion board and conduct online discussions with links posted to BB. Blackboard will include links to all learning materials and relevant online educational sites.

EDSE 584 will reflect a blended model with a substantial online component: 76% online, 24% face-to-face meetings. Secondary faculty decided to adopt a blended model with some face-to-face meetings to best support USC students making the always challenging, initial, full-time transition into the classroom.

Online learning modules are being developed centered around core themes of the course (i.e. classroom management, community inquiry, social justice, laws and policies) and will contain text, links, and videos. The Blackboard Content Management System will be used for the distribution of modules.

Online discussions, small-group and large-group, will take place via the discussion board in BlackBoard. Students will also utilize Google Hangouts as a means of discussing readings assigned.

Course assignments will be posted on BlackBoard and explained via Adobe Connect.

Office hours will be conducted with Adobe Connect.

Student communication will occur via BlackBoard through announcements and e-mails.

Grade distribution will occur on BlackBoard.

Face-to-face meetings will supplement and extend on-line learning and provide the opportunity for students to build community. While readings and assignments including: lesson plans, management strategies, critical teaching incidents, community inquiry projects, resume, and cover letters may be posted and responded to on the Discussion Board or discussed on Google Hangouts, students teaching daily in high schools (and job searching with local districts) may be hesitant to post written comments or verbally discuss online issues with which they may be struggling such as managing student behavior or teaching for social justice. Secondary faculty determined it was important to provide a less public, less permanent, forum for students to verbally tackle and unravel complex, often politically and emotionally charged, educational issues.

It is hoped the methods described above will expand and enhance the opportunities for various types of interaction between students and faculty. The instructor intends to align these courses with the Quality Matters rubric and its 8 general and 41 specific standards to insure these blended courses encompass best practices and procedures. She intends to work with instructional designers at the Center for Teaching Excellence, faculty support in Distributed Learning, and coordinate secondary content faculty to apply quality matters standards for best practice course design and implementation.

Description of Provisions for ADA Compliance:

The professor will meet with a designer at the Center for Teaching Excellence to ensure that the course materials posted on Blackboard incorporate basic accessibility features. The course syllabus includes an accessibility statement that encourages students with disabilities to register with the Office of Student Disability services; should a student with a registered disability enroll in the course, the professor will work with the Office to make any additional accommodations appropriate to that student's needs.