Professional Education Units
Early Childhood, Elementary, and Special Education
Middle Grades and Secondary Education
Supervised Student Teaching Practicum (Hybrid Course)
EDEE 423 Section 002
Supervised Student Teaching (Hybrid Course)
EDMG 446 Section 002
Supervised Teaching Practicum – LBD (Hybrid Course)
EDSP 435 Section 002
Student Teaching Practicum in Education – MSD (Hybrid Course)
EDSP 437 Section 002
Senior Teaching Seminar
EDEM 499C Section 002
Spring 2010

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Course Descriptions:

EDEE 423. Supervised Student Teaching Practicum (4 to 12 hrs.); I, II.
Prerequisite: completion of requirements for admission to the professional semester. Student is assigned to student teaching center during which time observation, participation, and student teaching are done. The student teaching must be done in nonadjacent grades splitting the six-week period between two of the grades. Special conferences with supervising teacher, attendance, and participation in faculty meetings and out-of-school activities required.

EDMG 446. Supervised Student Teaching (4 to 12 hrs.); I, II.
Prerequisite: completion of requirements for admission to the professional semester. Placement in a student teaching center during which time observation, participation, and student teaching are done. Special conferences with the supervising teacher, attendance, and participation in faculty meetings and co-curricular activities are also required.

EDSP 435. Supervised Teaching Practicum (4 to 12 hrs.); I, II.
Prerequisites: admission to TEP, attainment of scholastic standing of 2.5 on residence courses at MSU, minimum standing of 2.5 on all work completed in area of concentration, major(s), and minor(s), minimum of one semester residence, and approval of the University Teacher Education Council. Placement is in public school special education and elementary education classrooms on the basis of one week placement for each credit hour unit. Application made through coordinator of professional laboratory experiences.

EDSP 437. Student Teaching Practicum in Education of Students with Moderate and Severe Disabilities (6 to 12 hrs.); I, II.

Prerequisites: admission to TEP, attainment of 2.5 GPA on residence courses at MSU, 2.5 GPA on all work in area(s) of concentration, major(s), and minor(s), minimum of one semester residence, and approval of University Teacher Education Council. Placement is in public school setting with students with moderate and severe disabilities. Development of a new teacher portfolio that documents mastery of the performance standards and criteria for teachers of students with moderate and severe disabilities. Application made through the director of student teaching.

EDEM 499C. Student Teaching Seminar (3-0-3); I, II.
Prerequisite: completion of requirements for professional semester. Corequisite; one of the following: EDEE 423, EDMG 446, EDSP 435, 437, IECE 425. An orientation to the student teaching semester and the role of responsible teaching in the public school.

Senior capstone courses required for students seeking teacher certification. The course content priority is that of attaining a high level of competency related to the Kentucky Teacher Standards. Emphasis is placed on the following:

- application of previous learning in development of effective instructional strategies
- building relationships and human interaction skills
- exposure to classroom discipline and management methods and strategies
- incorporation of technology, both for planning, delivery and student use
- accepting accountability and the role of responsible teaching in the public school

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills needed to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs):

The course objectives and competencies directly address the Teacher Standards required by The Kentucky Education Professional Standards Board. In particular, students enrolled in this course will develop their knowledge, skills, and ability to demonstrate the following and implementing these Teacher Standards.

By the end of this course, the clinical practice candidate will be able to:

1. Demonstrate the ability to independently facilitate all aspects of running a school classroom to create meaningful learning by:

    a. Incorporating current and sufficient academic knowledge of certified content areas into lessons to develop student knowledge and performance in those areas.

    b. Design/plan instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

    c. Create a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

    d. Introduce/implement/manage instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

    e. Assess learning with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

    f. Use technology to support instruction; access and manipulate data; enhance professional growth and productivity; and communicate and collaborate with colleagues, parents, and the community.

2. Evaluate personal growth and development to create personal professional improvement through:

    a. Reflecting on and evaluating specific teaching/learning situations and/or programs.

    b. Evaluating his/her overall performance with respect to modeling and teaching Kentucky's learning goals.

    c. Refining the skills and processes necessary to improve teaching and learning and develop a professional development plan.

3. Create professional products and conduct oneself in accordance with school and university expectations and in a manner consistent with expectations of practicing teachers in the public school teaching profession.

<u>NCATE/ EPSB Accreditation Alignment of CFOs and SLOs</u>:

Program:	**P-5, P-5 LBD, P-5 MSD**	**Supervised Student Teaching Practicum & Senior Teaching Seminar**

Supervised Student Teaching Practicum	Aligned with ▶ Assessment ▼ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NCATE
	Teacher Performance Assessment, 20 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6	-Assessment -Literacy -Closing the Achievement Gap	1,2,3,4
	Clinical Practice Observations by the University Supervisor, 15 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	-Assessment -Closing the Achievement Gap	1,2,3,4
	Clinical Practice Observations by the Cooperating Teacher, 15 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	-Assessment -Closing the Achievement Gap	1,2,3,4
	Voice Board Assignments, 10 Points CFO: 2 SLO: 1, 2	3, 4, 7, 9	1, 3, 4, 5, 6	-Diversity -Assessment -Closing the Achievement Gap	1,2,4
	Disposition Assessments, 20 Points CFO: 3 SLO: 1, 2, 3	3, 9	1, 3, 4	N/A	1,2,3,4
	Summary of Kentucky's Teacher Standards Report (University Supervisor Version), 10 Points CFO: 1, 2, 5 SLO: 1, 2	1, 2, 3, 4, 5, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	N/A	1,2,3,4
	Time Card & Standards Inventory, 10 Points	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	-Diversity -Assessment -Closing the Achievement Gap	1,2,3,4

	CFO: 1, 2, 5 SLO: 1, 2, 3				
Senior Teaching Seminar	Professional Presentation Packet, 25 Points CFO: 1 SLO: 3	9	1, 2, 3, 4	-Literacy	1
	Participation, 25 Points CFO: 1, 5 SLO: 3	7, 9	1, 3, 4, 5, 6	-Diversity -Assessment -Closing the Achievement Gap	1

Assignment Descriptions:

Program: P-5, P-5 LBD, P-5 MSD **Course: EDEE 423, EDMG446, EDSP435, EDSP 437** **Supervised Student Teaching Practicum**	
Assessment	**Description**
Teacher Performance Assessment 20 points	Each candidate will complete a Teacher Performance Assessment (TPA) that will center on a 3-5 lesson learning unit to be designed and taught by the candidate during clinical practice. The TPA consists of the following sections and each of these sections will be an individual assignment (and used as a formative assessment for the university supervisor): Contextual Factors, Learning Objectives, Assessment Plan, Design for Instruction, Instructional Decision-Making, Analysis of Student Learning, and Self-Evaluation and Reflection. Each section is to be part of a larger TPA document that brings all sections together. Candidate's final TPA with all sections combined into one document will be scored through a blind review scoring process. As a summative assessment, each TPA will be scored by the candidate's university supervisor and blind scored by another member of the Teacher Education Program faculty, administration, or staff trained in the TPA scoring process. Instructions regarding this assignment and assessment rubrics for each section of the TPA are included in the Teacher Education Program Handbook (in the Gate III section).

Clinical Practice Observations by the University Supervisor 15 Points	The university supervisor will conduct four formal observations of the clinical practice candidate teaching a lesson to the class of students in their classroom in their cooperating school. As part of each of these observations, the university supervisor will assess the candidate's performance using the Clinical Practice Record of Performance. This form is completed in the TK20 website. A copy of the form is in the Appendix of the Teacher Education Program Handbook.
Clinical Practice Observations by the Cooperating Teacher 15 Points	In addition to informal observations, cooperating teachers will conduct formal observations of the clinical practice candidate teaching a lesson to their class of students. The candidate's cooperating teacher(s) will complete a total of four formal observations. As part of each of these observations, the cooperating teacher(s) will assess the candidate's performance using the Clinical Practice Record of Performance. This form is completed in the TK20 website. A copy of the form is in the Appendix of the Teacher Education Program Handbook.
Voice Board Assignments 10 Points	Several "Voice Board" assignments are to be completed throughout the semester. These assignments are reflective in nature. Each assignment may include a short reflective task that should be completed. Each assignment will include a prompt to which candidates are to reply using the Voice Board in the course Blackboard Site. Replies are limited to five minutes. (Note: If for some reason assignments cannot be submitted using "Voice Board," candidates should use the "Discussion Board" link in our Blackboard site and post a written response. Each task and prompt will be made available via Blackboard as a Voice Board post the week that the assignment is due.

Program: P-5, P-5 LBD, P-5 MSD **Course: EDEM 499C Senior Teaching Seminar**	
Assessment	**Description**
Professional Presentation Packet 25 Points	Candidates must develop professional presentation packet that conveys information that schools may ask for when candidates apply for a teaching position. This packet is to include the following: • Letter of introduction/Cover letter • Resume • Philosophy of education • Classroom Management Plan Overview Other materials may also be included. These documents can be assembled into either a single electronic document or a bound hard copy format and is to be formatted with a professional look.

Grading Scale:

EDEE 423, EDMG446, EDSP435, EDSP 437

90 Points – 100 Points = A
80 Points – 89 Points = B
70 Points– 79 Points = C
60 Points– 69 Points = D
Below 60 Points = E

EDEM 499C

45 Points - 50 Points = A
40 Points – 44 Points = B
35 Points - 39 Points = C
30 Points – 34 Points = D
Below 30 Points = E

Required Textbooks:

Morehead State University Teacher Education Program Handbook
(available online via the Clinical Practice section of the Education Service Unit Website at: http://www.moreheadstate.edu/esu)

Course Evaluation:

Students' course evaluation will be determined by in class and out of class assignments, including: the Teacher Performance Assessment (TPA), on-site and in-class observations, university reports and forms used in the evaluation of candidates performance, and written and digital assignments assigned by the university supervisor during the clinical practice semester. The Supervised Student Teaching Practicum course evaluation is based upon a 100-point scale and the Senior Teaching Seminar is based on a 50-point scale. Completion of all assignments and readings and fulfillment of all responsibilities is expected. Explanation of course assignments and their point values are detailed in this document and in course materials that are made available to candidates either digitally or in paper format.

It is expected that clinical practice candidates fulfill all responsibilities on time as directed and that clinical practice candidate's work, actions, and behaviors demonstrate high standards for professionalism at all time. Some examples of these expectations are listed in the Teacher Education Program Handbook, the Clinical Practice Overview posted on the course Blackboard site, and in this syllabus. Failure to abide by these expectations may have negative consequences such as the lowering of the course grade, a failing grade for the course, and/or reporting such failures to the Educational Service Unit, the chair of the candidate's program department, the College of Education Dean's office and/or other authorities as deemed appropriate. In consultation with one or more of these offices, failing to abide by expectations of course tasks, teaching, and professionalism may also result in a relocation of the candidate's clinical practice to a different school or, in extreme cases, possible termination of the current clinical practice semester or other consequences.

Attendance Policy:

Clinical practice candidates are expected to be at school every day teachers in the cooperating school are expected to attend and to abide by the time requirements for faculty at that school (excluding extracurricular activities). Clinical practice candidates are to follow their cooperating teacher's schedule and are to report for all duties (i.e. Bus Duty) that their cooperating teacher is required to attend. Also, if clinical practice candidates are welcome in faculty meetings or professional development activities, they should also plan to attend these as well. If for some reason clinical practice candidates have a difficulty fulfilling these attendance requirements, they must notify their university supervisor immediately.

Clinical practice candidates are also required to attend all required seminars that are scheduled by the Morehead State University Educational Service Unit or their university supervisor. These events, whether they are online or face-to-face, are mandatory for all clinical practice candidates.

If clinical practice candidates miss a day of school or a seminar due to a death in their immediate family or severe illness, they are to call or email their university supervisor prior to the absence and call their cooperating teacher and their cooperating school immediately to notify them about the absence. Also, clinical practice candidates should follow their cooperating school's guidelines for absences. The cooperating teacher and university supervisor should be aware that the clinical practice candidate will not be in class as far in advance of the beginning of the school day as possible. If clinical practice candidates are absent from school for more than two days (in addition to days missed due to required seminars), the College of Education policy is that these days must be made up in order to successfully complete clinical practice. If a clinical practice student misses a required seminar event due to a death in the family, illness, or other such emergency situation, a make-up assignment/s can be assigned by either the university supervisor as an alternative in order to reduce or eliminate any negative impact the absence will have on clinical practice candidate evaluations or the clinical practice candidate's final grade.

Clinical practice candidates must log their attendance on their Clinical Practice Time Card. This time card is to be initialed by their cooperating teacher each week. Failure to properly and accurately log attendance, failure to report absences to the cooperating teacher and/or the university supervisor, or failure to make up absences as instructed by the university supervisor can have a negative impact on the clinical practice candidate's grade and will be reported to the Morehead State University Educational Service Unit and be subject to further consequences.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Calendar:

[EDEE 423, EDMG446, EDSP435, EDSP 437, EDEM 499C; Section 002]
Spring 2010 Tentative Schedule

WEEK	DATE	THEME & FOCUS	OBSERVATION SCHEDULE	SUGGESTED CLASSROOM ACTIVITY (Only suggestions; University supervisor and cooperating teacher work to set a schedule that best meets the needs of each student teacher and cooperating classroom	ASSIGNMENTS
Week 1	1/11	Who are my students? Who am I as a teacher?		-Primarily Observation of CT -Assist with Activities When Appropriate -Become Familiar with Classroom Practices -Build rapport with students -Get to know school staff and procedures	**-Basic Info Due to University Supervisor (Due Monday, 9pm)** **-Voice Board Assignment 1 (Due Thursday, 9pm)** -TPA: Begin Working on Contextual Factors -TPA: Begin to Discuss TPA Unit Topics with CT
Week 2	1/18			-Begin to do more instructional assistance during learning activities. -Possibly Begin Teaching Small Groups, especially focused in the student teacher's content area -Lessons are largely designed by the cooperating teacher **(Note: Written Lesson Plans are REQUIRED for every lesson the student teacher teaches. The student teacher is to create the lesson plans and keep them for review by the university supervisor during observations.)**	**-TPA: Contextual Factors Due (Monday, 8am)** **-Voice Board Assignment 2 Due (Thursday, 9pm)** -TPA: Begin Learning Objectives

Week 3	1/25	Designing and Planning with Me and My Students in Mind	Formal Observation 1 - Week 3, 4, 0r 5	-Teaching Small Groups -Possibly begin teaching lessons to the entire Class, especially focused in the student teacher's content area -Lessons are mostly influenced by the cooperating teacher -Work with cooperating teacher to begin planning for taking over an entire subject/class period.	**-TPA: Learning Objectives Due (Monday, 8am)** -TPA: Begin Assessment Plan, Part 1
Week 4	2/1			-Begin taking on more instructional duties. -Have a conversation with cooperating teacher about teaching more subjects/class periods.	**-TPA: Assessment Plan Part 1 Due (Monday, 8am)** -TPA: Begin Assessment Plan, Part 2 **Voice Board Assignment 3 Due (Thursday, 9pm)**
Week 5	2/8			-Begin taking on more teaching duties. -Begin getting used to balancing multiple teaching responsibilities	**-TPA: Assessment Plan Part 2 Due (Monday 8am)** -TPA: Begin Design for Instruction
Week 6	2/15		Observation 2 – Week 6, 7, or 8 (Preferably during TPA Unit	Possibly Teach TPA Unit (Permission from University Supervisor required to teach TPA unit during Week 6)	**-TPA: Design for Instruction Due (Monday, 8am)**
Week 7	2/22	Teaching My TPA Effectively		Teach TPA Unit	
Week 8	3/1			Teach TPA Unit (Teaching this week only if unanticipated delay, i.e. Snow Days) -Work with cooperating teacher to transition the class back to the cooperating teacher.	**-TPA: Complete TPA Unit KTIP Lesson Plan Reflections (Due Friday)** -TPA: Begin Instructional Decision-Making **-Voice Board Assignment 4 Due (Thursday, 9pm)** **-On-Campus Seminar on March 5**

Week 9	3/8	New Class + New Students = Different Me?		Begin 2nd Placement -Primarily Observation of CT -Become Familiar with Classroom Practices -Build rapport with students -If in new school, get to know school staff and procedures	**-TPA: Instructional Decision-Making Due (Monday, 8am)** -TPA: Begin Analysis of Student Learning
Week 10	3/15			-Begin to do more instructional assistance during learning activities. -Possibly Begin Teaching Small Groups, especially focused in the student teacher's content area -Lessons are largely designed by the cooperating teacher	**-TPA: Analysis of Student Learning Due (Monday, 8am)** -TPA: Begin Self-Reflection **-Voice Board Assignment 5 Due (Thursday, 9pm)**
Week 11	3/22	Building My Strengths to Go Solo		-Teaching Small Groups -Possibly begin teaching lessons to the entire Class, especially focused in the student teacher's content area -Lessons are mostly influenced by the cooperating teacher -Work with cooperating teacher to begin planning for taking over an entire subject/class period.	**-TPA: Self-Reflection Due (Monday 8am)** -TPA: Begin Final "Assembly" of TPA
Week 12	3/29		Observation 3 – Week 12, 13, or 14	-Begin taking on more instructional duties. -Have a conversation with cooperating teacher about teaching more subjects/class periods.	**-TPA: Complete TPA Due (Monday, 8am)** **-Voice Board Assignment 6 Due (Thursday, 9pm)** **-On-Campus Seminar on April 2**
Week 13	4/5			-Begin taking on more teaching duties. -Begin teaching more classes or subjects during a single day	-TPA: Receive Final TPA Feedback from US ****TPA: Submit Final TPA via TK20** (Due date set by the ESU – April 9)**

Week 14	4/12	Using All My Strengths for All My Students		-Most of the teaching should be done by the student teacher -Become comfortable teaching and doing miscellaneous non-teaching classroom responsibilities simultaneously	-Professional Materials: Begin work on Cover Letter, Resume, Philosophy, & Classroom Management Plan **-Voice Board Assignment 7 Due (Thursday, 9pm)**
Week 15	4/19		Observation 4 – Week 15, 16 or 17	-Take on all appropriate teaching responsibilities -Some or all of the week could be considered a "solo week" (Note: Common Practice is for only one week to be completely "solo")	**-Professional Materials: Cover Letter, Resume, Philosophy, & Classroom Management Plan Due (Wednesday, 8am)**
Week 16	4/26			-Take on all appropriate teaching responsibilities -Some or all of the week could be considered a "solo week" (Note: Common Practice is for only one week to be completely "solo")	**-Voice Board Assignment 8 Due (Thursday, 9pm)**
Week 17	5/3	Final Reflections		-Work with cooperating teacher to transition the class back to the cooperating teacher.	**-Final Written Reflection Due (Monday, 8am)** **-On-Campus Seminar on May 7 (Time Cards Due)** **-Graduation May 8**

This syllabus and course calendar is a guide for the courses listed above. The syllabus may be altered, edited, or modified at any time. Any such modifications will be communicated to students either electronically or face-to-face.