Professional Education Unit
Department of Biology & Chemistry

Clinical Practice (Face to face)
EDSE 416 (Biology)
Fall 2009

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Course Description: This integrated professional clinical experience is comprised of two parts: 1) A seminar component, and 2) A public school classroom component. Eligible teacher candidates must successfully complete all aspects of this course as determined by state, university, an assigned university supervisor and public school cooperating teacher.

"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 need 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):
Successful teacher candidates support learning by designing a Teacher Performance Assessment that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TPA expectations:

- The candidate uses information about the teaching/learning context and student individual differences to set learning objectives and plan instruction and assessment.
- The candidate sets significant, challenging, varied, and appropriate learning objectives.
- The candidate uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.
- The candidate designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.
- The candidate uses regular and systematic evaluations of student learning to make instructional decisions.
- The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
- The candidate reflects on his or her instruction and student learning in order to improve teaching practice.
- The candidate presents information in a professional manner which is marked by use of standard English, concise clear writing, absence of surface error, and the systematic presentation of all information needed to understand the subject at hand.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program:	**Biology Teaching 8-12**		**EDSE 416**	
Aligned with► **Assessment▼**	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**NCATE**
TPA	1-10	1.1-1.16; 2.14-2.21; 4.1-4.6; 5.1-5.5; 6.1-6.3	Diversity, assessment, achievement gap	1,3,4

Observation by University Supervisor (4)	1-10	1.1-1.16; 2.14-2.21; 4.1-4.6; 5.1-5.5; 6.1-6.3	Diversity, assessment, achievement gap	1,3,4
Observation by Cooperating Teacher (4)	1-10	1.1-1.16; 2.14-2.21; 4.1-4.6; 5.1-5.5; 6.1-6.3	Diversity, assessment, achievement gap	1,3,4

Assignment Descriptions:

Program:	**Biology Teaching 8-12 EDSE 416**
Assessment	**Description**
TPA	The TPA contains teaching processes identified by research and best practice as fundamental to improving student learning. Each process is followed by a TPA Expectation and a Task. A Rubric that defines various levels of performance on the expectations is provided at the end of the document. The Expectations and Rubric will be used to evaluate your TPA. The Tasks (or directions) help you document the extent to which you have met each of the expectations. You are required to teach a well developed instructional sequence (3-5 lessons). Before you teach the sequence, you will describe contextual factors of the class with which you are to teach your TPA, identify learning objectives based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the sequence, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning. Your assignment should be completed during the 1st 8 weeks of the semester and submitted to your University Supervisor.
Observation by University Supervisor (4)	The University Supervisor must document four (4) formal evaluations for a 16-week placement, or two (2) for an 8-week placement.
Observation by Cooperating Teacher (4)	The cooperating teacher must document four (4) formal evaluations for a 16-week placement or two (2) for an 8-week placement.

Evaluation of the Clinical Practice:
Collaboration between the cooperating teacher and university supervisor is critical in assigning letter grades. **Ultimate responsibility for the assignment of grades is the responsibility of the**

University Supervisor. Review of the TPA, professional disposition, and observations will be considered as the evaluation process (see syllabus for grading guidelines).

Assignment of Letter Grades:
The following general guidelines may be used in distinguishing among levels of performance during the Clinical Practice.

1. A grade of A means that the clinical practice candidate has demonstrated outstanding performance. The candidate demonstrates competency in Kentucky Teacher Standards and is creative, responsible, and highly capable of self-direction and practices effective classroom management skills. The candidate is a self-starter, organized and effectively implements lessons that are accomplished and/or above a satisfactory level. As addressed in the Kentucky Teacher Standards, the candidate should demonstrate a satisfactory level of achievement and professional behavior should be observed at all times.

2. A grade of B means that the clinical practice candidate is noticeably above average in ability to teach and demonstrates effective classroom management. This candidate can plan and implement effective teaching practices and has grown consistently with regard to self-direction and responsibility. The candidate demonstrates a level of satisfactory achievement as shown by the indicators addressed in the Kentucky Teacher Standards and demonstrates professional behavior.

3. A grade of C means the clinical practice candidate can teach in an acceptable fashion. This candidate is an average candidate, who may need more supervision. The candidate's professional insights will need to be fully developed. Additional teaching and experience will be needed before the candidate may be considered a fully prepared teacher. The candidate is recommended for a teaching position and prospective employers may assume that this teacher will need supervisory assistance and growth in the area of professional disposition. The candidate demonstrates a level of satisfactory progress in meeting Kentucky Teacher Standards.

4. A grade of D means that the clinical practice candidate has demonstrated unacceptable lesson preparation and limited classroom management skills. The candidate demonstrates a need to develop creativity and self-direction. There is a need to develop effective teaching skills before being placed in a classroom situation and improvement in demonstrating a professional disposition related to the teaching career. The teacher education candidate will not be eligible for certification.

5. A grade of I means the clinical practice candidate did not complete the required work. A student has until mid-term of the next clinical practice semester to fulfill course requirements and receive a grade.

Required Textbooks:
N/A

Attendance Policy:
Only 2 excused absences are permitted. Clinical practice candidates are expected to be punctual and in attendance for the entire day that the school is in session. All meetings, conferences and class activities are to be attended. Clinical practice candidates are expected to assist the cooperating teacher in co-curricular school activities. **Schedules:** Class schedules for clinical practice candidates are official university schedules and shall not be altered during the clinical practice semester without prior approval by the Director.

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

EDSE 416 Student Teaching

COURSE OUTLINE

S Aug 16	**Reflection 1 due**
M Aug 17	Report to schools
Aug 17-28	*Orientation visits*
S Sep 6	**Reflection 2 due**
F Sept 18	Ob*servation visit #1 complete*

S Sept 19	Clinical Practice Seminar III	
S Sep 20	**Reflection 3 due**	
S Sep 27	**Reflection 4 due**	
S Oct 4	**Reflection 5 due**	
F Oct 9	*Observation visit #2 complete*	
F Oct 9	First 8 Weeks Placement ends	
M Oct 12	2nd eight week placement begins	
	Midterm Grades Due	
S Oct 17	Clinical Practice Seminar IV	
F Nov 6	TPA Due (12 Noon)	
S Nov 1	**Reflection 6 due**	
Nov 11-13	**Professional COnference**	
F Nov 13	*Observation visit #3 complete*	
S Nov 15	**Reflection 7 due**	
S Dec 6	**Reflection 8 due**	
W Dec 11	Last day in placements,	*observation visit #4 complete*
	Commencement Rehearsal	
F Dec 12	Submission of Final	
	Evaluations/Grades (TK20) due	
	Last Day of Clinical Semester	
	Commencement Rehearsal	
S Dec 12	Commencement	