



**College of Science and Technology  
Department of Health Wellness and Human Performance**

**Student Teaching  
EDSE 416  
(Public School Setting)  
Section 001  
M T W Th F 3:00-4:00  
Spring 2010**

**Instructor:** Mary Murphy Miller

**Office:** LB-217B

**Phone:** 606-783-2227 (office)      606-725-5842 (Home)      606-776-2764 (Cell)

**Email:** [m.miller@moreheadstate.edu](mailto:m.miller@moreheadstate.edu)

**FAX:** 606 783-5058

*“Thoughtful, knowledgeable and effective educators for a diverse society”*

**Office Hours/Class Schedule**

	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thurs</b>	<b>F1</b>
<b>8:00</b>	<b>OFFICE</b>		<b>OFFICE</b>		<b>OFFICE</b>
<b>9:10</b>	<b>HLTH 301</b>		<b>HLTH 301</b>		<b>HLTH 301</b>
<b>10:20</b>	<b>OFFICE</b>		<b>OFFICE</b>		<b>OFFICE</b>
<b>11:30</b>	<b>PHED 311</b>		<b>PHED 311</b>		<b>PHED 311</b>
<b>12:40</b>	<b>HPE 304</b>		<b>HPE 304</b>		<b>OFFICE</b>
<b>1:50</b>	<b>HPE 304</b>		<b>HPE 304</b>		
<b>3:00</b>	<b>HPE 499C</b>				
<b>4:00</b>	<b>EDSE 416</b>				
<b>5:00</b>					

Other times made by appointment.

These are my official hours, but my door is typically open. We will be engaged with some very interesting materials in this course and I am always pleased to have the opportunity to clarify concepts and discuss ideas with students. Give me a call, drop an e-mail or come by and sign up for an appointment.

*"You can't educate a child who isn't healthy, and you can't keep a child healthy who isn't educated."*

--M. Jocelyn Elders.

Required resource: Morehead State University *Clinical Practice Handbook*

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## **MSU UNDERGRADUATE CATALOG COURSE DESCRIPTIONS**

***EDSE 416. Student Teaching.*** This integrated profession 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. Prerequisite: Admission to professional semester.

### ***“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):** By the end of this course, the candidate will be able to:

1. **Designs/plans**, instruction that develops students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2. **Creates** a learning climate that supports the development of students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. **Implements/manages** instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. **Assesses and communicates** learning results to students and others with respect to students' abilities to use communication skills, apply core concepts, and become self-sufficient individuals, become responsible team members, think and solve problems.
5. **Reflects** on and evaluates teaching/learning situations and programs.
6. **Collaborates** with colleagues, parents and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
7. **Demonstrates** content knowledge within own discipline(s) and in application(s) to other disciplines.
8. **Evaluates** own overall performance in relation to Kentucky's learner goals and implements a professional development plan.
9. **Employ** technology in support of instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

[http://www.kyepsb.net/standards/new\\_teach\\_stds.html](http://www.kyepsb.net/standards/new_teach_stds.html)

**Required Resources:**

Student Teacher Handbook

**Other Resources to be used:**

Internet

Kentucky Teacher Standards

KTIP Materials from Guiding and Assessing Teacher Effectiveness (Handbook)

Transformations

Variety of journal and research sources

**NCATE/ EPSB Accreditation Alignment of Conceptual Framework Outcomes CFOs and SLOs:**

Program: HWHP (HPE 304)	Health Education -Secondary Grades (7-12)			HLTH	
Aligned with →  Assessment ↘ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board Themes (EPSB)	American Association of Health Education Standards (AAHE)	NCATE
Attendance/Participation (50) CFO: 3 SLO: 2	7, 8, 9	N/A	N/A	N/A	

<b>Seminar and Professional Meetings</b> CFO: 1 - 5 SLO: 1, 2 & 4	6, 7, 8, 9	2.14 – 2.20	Diversity, assessment, literacy, achievement gap,	I, 2, 3, 4, 5, 6, 7, 8	
<b>Candidate Observations (Assessment of Observed Teaching)</b> CFO: 1-5 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6	2.14 – 2.20	Diversity, assessment, literacy, achievement gap,	I, 2, 3, 4, 5, 6, 7, 8	
<b>Cooperating/Supervising Teacher’s Evaluations</b> CFO: 1, 2, 4, 5 SLO: 2 - 11	1, 2, 3, 4, 5, 6	2.14 – 2.20	Diversity, assessment, literacy, achievement gap	I, 2, 3, 4, 5, 6, 7, 8	
<b>TPA Critical Performance</b> CFO: 1-5 SLO: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9	2.14 – 2.20	Diversity, assessment, literacy, achievement gap,	I, 2, 3, 4, 5, 6, 7, 8	

**Assignment Descriptions:**

<b>Program: HWHP      Elementary-Middle-Secondary Grades (P-12)      HPE 499C</b>	
<b>Assessment (point value)</b>	<b>Description</b>
<b>Attendance</b>	Attendance policy will correspond with the student teacher handbook. Student teachers are to follow the county’s school system schedule rather than the MSU semester schedule. The University Supervisor and Cooperating teacher must approve any absence. Any excused absence (more than two) must be made up at the end of the semester. ***Please read “Attendance Policy” below.
<b>Candidate Observations (Assessment of Observed Teaching)</b>	Cooperating/Supervising Teacher’s evaluations of Assessment of observed teaching. I will visit you at your school at least five times this semester. Four of those visits will involve formal observation of teaching. Your cooperating teacher will also complete four formal evaluations of your teaching. Observations by the university supervisor (me) will be scheduled in advance. Informed of that date, candidates will <b>submit</b> (via e-mail attachment) their <b>lesson plans</b> (along with all handouts for students, lesson notes, and other supporting documents) to the instructor <b>at least one full workday prior to the delivery of the lesson</b> . *** Complete assignment details in Blackboard.
<b>Seminar and Professional Meetings</b>	Following the initial seminar meeting on July 30, 31, we will convene on campus for four day-long seminar meetings. Some are whole-group workshops, and some are small-group occasions for each student teacher to report on experiences from

	<p>the field and discuss questions about becoming a professional educator in Kentucky. An additional seminar requirement is a professional development conference. Please notify your cooperating teacher of your obligations on those days. Attendance and contributions at the seminars is required.  <b>*** Complete assignment details in Blackboard.</b></p>
<b>TPA</b>	<p>The quality and completeness of the TPA.  In the first eight weeks of the semester, you will complete a Teacher Performance Assessment. This assessment contains teaching processes identified by best practice as fundamental to improving student learning. You will find a complete description in TPA document, including performance prompts, teaching process expectations, scoring rubrics, and the instructional sequence/lesson plan format.  <b>*** Complete assignment details in Blackboard.</b></p>
<b>Cooperating/Supervising Teacher's Evaluations</b>	<p>Both Cooperating and Supervising Teachers will evaluate the student teacher with dispositions.  <b>*** Complete assignment details in Blackboard.</b></p>

**HPE 499C Student Teaching TENTATIVE COURSE OUTLINE is Blended with the EDSE416 Student Teaching course outline.**

**HPE 499C Senior Seminar in Health/Physical Education Teacher Education TENTATIVE COURSE OUTLINE**

- F Jan 8            Clinical Practice Seminar II
- S Jan 10        **Reflection 1 due (499C)**
- M Jan 11        Report to schools
- Jan 10-22      *Orientation visits*
- S Jan 17        **Reflection 2 due**
- F Jan 22        *Observation visit #1 complete*
- S Jan 23        Clinical Practice Seminar I
- S Jan 31        **Reflection 3 due**
- S Feb 7         **Reflection 4 due**
- S Feb 14        **Reflection 5 due**
- F Mar 5         *Observation visit #2 complete*
- F Mar 5         First 8 Weeks Placement ends
- M Mar 8         2<sup>nd</sup> eight week placement begins

	Midterm Grades Due
F Apr 2	TPA Due (12 Noon)
F Apr 9	Clinical Practice Seminar III TPA Scoring
S Apr 11	<b>Reflection 6 due</b>
F Apr 16	<i>Observation visit #3 complete</i> TPA Scores Due (noon)
S Apr 25	<b>Reflection 7 due</b>
S May 2	<b>Reflection 8 due</b>
Th May 6	Last day in placements, <i>observation visit #4 complete</i> Commencement Rehearsal
F May 7	Clinical Practice Seminar IV Submission of Final Evaluations/Grades (TK20) due Last Day of Clinical Semester Commencement Rehearsal
S May 8	Commencement

## **TEACHER PERFORMANCE**

### **ASSESSMENT DUE DATES**

#### **Spring 2010**

- 1. Assignment 1-Contextual Factors**  
**January 24, 2010**
- 2. Assignment 2-Learning Objectives**  
**February 7, 2010**
- 3. Assignment 3-Assessment Plan**  
**February 14, 2010**
- 4. Assignment 4-Design for Instruction**  
**February 21, 2010**
- 5. Assignment 5-Decision Making**

**March 7, 2010**

- 6. Assignment 6-Analysis of Student Learning**

**March 21, 2010**

- 7. Assignment 7-Reflection and Self Evaluation**

**March 28, 2010**

- 8. Assignment 8-Teacher Performance Assessment**

**April 2, 2010**

## SCALE FOR SCORING TPA ASSIGNMENTS; 1-3

Any assignment that scores a 1 must be revised in order to receive an A or a B for your Clinical Practice grade. Any assignment that scores a 2 may be revised if desired. Any assignment that scores a 3 is finished and can upload to TK20.

**Assignments are due to me, Mary Miller, by the above due dates. E-mail each assignment to me for scoring prior to uploading the assignment on TK20. I will then score and give you feedback for each assignment as quickly as possible after it is submitted. This will give you the opportunity to revise the assignment before uploading the assignment to TK20. It is your professional responsibility to submit all assignments by the above due dates. If assignments are submitted after the due dates, it will have a negative effect on your Clinical Practice Final Grade.**

## ASSESSMENT CRITERIA: EDSE 416 - STUDENT TEACHING

While close collaboration between the cooperating teacher and the University supervisor is critical in assigning letter grades, ultimate responsibility for the assignment of grades is the University supervisor's. Students are expected to exhibit professionalism in every aspect of the semester's activities, an appropriate set of dispositions toward the profession, and attributes such as honesty, punctuality, effort, responsibility, and cooperative attitude—all of which influence the final grade.

Each candidate's grade is determined by the following elements:

- Assessment of observed teaching
- Cooperating/Supervising Teacher's evaluations
- Seminar attendance and contributions
- The quality and completeness of the Mini-TPA

For qualitative descriptors of each letter grade refer to the *Clinical Practice Handbook*, but generally, performance will be evaluated as follows:

<b>Grade</b>	<b>Performance Descriptors for each area (attendance, TPA, evaluations)</b>
A	Attendance at all meetings;; average summative score of 24 or above on the mini-TPA* outstanding daily performance reported by Cooperating Teacher; average score of 2.5 on Teacher Candidate Record of Performance forms; average on disposition forms of 19 or above.
B	Attendance at all but one meeting;; average summative score of 23 on the mini-TPA*; above average daily performance reported by Cooperating Teacher; average score of 2.0 on Teacher Candidate Record of Performance forms; average on disposition forms of 18.
C	Attendance at all but two meetings; <u>any</u> standard score below 2.0 on the mini-TPA*; average daily performance reported by Cooperating Teacher; average score of 1.5 on Teacher Candidate Record of Performance forms; average on disposition forms of 17.

- D Excessive absence from meetings; average summative score of 1.0 on the mini-TPA \*; below average daily performance reported by Cooperating Teacher; average score of 1.0 on Teacher Candidate Record of Performance forms; average on disposition forms of 16 or below.

*\*Candidates must receive a rating of at least "2" on all TPA standards to complete the Clinical Practice semester with a grade of B or above.*

*\*Candidates receiving a score of "1" on any standard will be provided with an opportunity to redo their TPA and have it re-evaluated by the two raters (one rater is the university supervisor). If a TPA is re-evaluated, the highest rating given shall be the final rating.*

*\*Candidates receiving a final rating of less than two on any standard will receive a Clinical Practice semester grade no higher than a C.*

**Links to Websites for NCATE/ EPSB Alignment:**

<http://www.kvepsb.net/teacherprep/standards.asp> This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm> This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kvepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

[http://www.cancer.org/docroot/PED/content/PED\\_13\\_2x\\_National\\_Health\\_Ed\\_Standards.asp?sitearea=PED](http://www.cancer.org/docroot/PED/content/PED_13_2x_National_Health_Ed_Standards.asp?sitearea=PED) This site and document describes the 8 Standards of The National Health Education Standards (NHES). This site shows the framework for health instruction in schools by which all new and experienced health educators should be competent. The eight standard statements enable education professionals to align health education curriculum, instruction and assessment practices.

<http://www.aahperd.org/Naspe/template.cfm?template=publications-nationalstandards.html> The 6 national content standards define what a student should know and be able to do as result of a quality physical education program. They provide a framework for developing realistic and achievable expectations for student performance at every grade level. These expectations are the first step in designing an instructionally aligned program.

<http://www.education-world.com/standards/national/nph/index.shtml> This site shares the health and physical education standards as they are intended to serve as a framework for

organizing health and physical education knowledge and skills into curricula at the state and local levels.

***Campus Safety Statement:*** Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event that 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 evaluation. Students should familiarize themselves with emergency response protocols at [www.moreheadstate.edu/emergency](http://www.moreheadstate.edu/emergency) .

***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. The policy is located at <http://www.morehead-st.edu/units/studentlife/handbook/academicdishonesty.html> . For example: copying information from the internet is plagiarism when appropriate credit is not given.

***Policy for Accommodating Students with Disabilities:*** Professional staff from the MSU Academic Services Center (ASC) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ASC staff to accommodate the needs of students enrolled in departmental classes.