EDSE 416: CLINICAL PRACTICE (Supervised – Public Schools)
Professional Education Unit
College of Science and Technology
Department of Mathematics, Computer Science, & Physics
Spring 2010

Instructor: Christie A. Perry, Ph. D.
Office: Lappin 201E
E-mail: c.perry@moreheadstate.edu

Office Phone: (606) 783-2935
Home Phone: (606) 683-4391
Cell Phone: (606) 336-2323

Office Hours: MW 1:30 – 2:45, TTh 10:15 – 12:00 and by appointment

Catalog 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.

Required Resource: Morehead State University *Clinical Practice Handbook 2009-2010*

Recommended Resources: NCTM Standards, 2000; Kentucky Core Content and Program of Studies

Required Field Experience: 16 weeks, Level IV

"Community Engagement: A Light to and From the Mountains"
The Professional Education Unit in the Department of Mathematics and Computer Science at Morehead State University delivers rigorous, high quality programs and courses that prepare professionals informed by NCTM and MAA standards- 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 department, but it also incorporates the conceptual framework that guides its 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)
The learning outcomes of this section of EDSE 416 coincide with the Kentucky Teacher Standards. The student teacher will:

1: Demonstrate Applied Content Knowledge.
2: Design and Plan Instruction.
3: Create and Maintain Learning Climate. .
4: Implement and Manage Instruction.
5: Assess and Communicate Learning Results.
6: Demonstrate the Implementation of Technology.
7: Reflect on and Evaluate Teaching and Learning.
8: Collaborate with Colleagues/Parents/Others.
9: Evaluate Teaching and Implement Professional Development.
10: Provide Leadership within School/Community/Profession.

Technology Requirements: Access to the Internet is required. Students must have a TK20 account.

Course Evaluation: 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. The instruments for evaluation of teaching are the Teacher Candidate Record of Performance and KTIP evaluation forms; for professional attitude and demeanor, the Dispositions form; and for reflection on and documentation of achievement of Kentucky's New Teacher Standards, the TPA evaluation. 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 Teacher's evaluations
- Seminar attendance and contributions
- Disposition
- Timely submission and quality of assignments
- The quality and completeness of the TPA (see below)

Teacher Performance Assessment (TPA) Guidelines for Grades

1. A candidate may not receive a grade higher than a "C" for the Clinical Practice experience if any category on the Teacher Performance Assessment (TPA) is scored a "1" in the final evaluation.

2. If a candidate scores a 1, they have the opportunity to revise and resubmit, or accept a C, D, or E.

3. A student must receive a 2 or higher in every component to be eligible to receive a TPA rating that qualifies them for a B or higher grade.

4. A candidate may not receive an A or B for Clinical Practice unless he/she scores a 2 or above on all components of the TPA.

In the final grade evaluation the TPA is weighted 25% of the grade and the remaining 75% is determined by the following rubric:

Grade	Performance Descriptors
A	Attendance at all seminars and meetings; prompt, complete submission of all assignments; outstanding daily performance reported by Cooperating Teacher; demonstrates Kentucky Teacher Standards (KTS) as assessed on Clinical Practice Candidate Record of Performance forms; disposition behaviors are consistently demonstrated.
B	Attendance at all but one seminar/meeting; reasonable submission of most assignments; above average daily performance reported by Cooperating Teacher; demonstrates most Kentucky Teacher Standards as assessed on Clinical Practice Record of Performance forms; most disposition behaviors are consistently demonstrated.
C	Attendance at all but two seminar/meetings; tardy submission of or incomplete assignments; average daily performance reported by Cooperating Teacher; several Kentucky Teacher Standards are partially demonstrated or not demonstrated as assessed on Clinical Practice Record of Performance forms; several disposition behaviors are not consistently demonstrated.
D	Excessive absence from seminars/meetings; unacceptable quality of assignment products; below average daily performance reported by Cooperating Teacher; many Kentucky Teacher Standards are partially demonstrated or not demonstrated as assessed on Clinical Practice Record of Performance forms; many disposition behaviors are not consistently demonstrated.

Explanations of assignments are given in the following two tables.

NCATE/EPSB Accreditation Alignment of CFOs and SLOs

Program:					
Aligned with → **Assessment ↓** **(point values)**	**Kentucky Teacher Standards (KYS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**National Council of Teachers of Math**	NCATE
Mini-TPA CFO: 2, 4, 5 SLO:1,2,3,4,5,6,7,8,9	1,2,3,4,5,6,7,8,9	1,2,5,6	Diversity, assessment, literacy, closing the achievement gap	1,2,3,4,5,6,7,8,9, 16 [Standards 10, 11, 12, 14, 15 may vary depending on the candidate's choice of content.]	1,3,4
Seminar and Professional Meetings CFO: 2, 3, 5 SLO: 2,3,4,5,6,7,8,9	2,3,4,5,6,7,8,9	3,4,5,6	Diversity, assessment, literacy, closing the achievement gap		1
Submission of all assignments related to Mini-TPA, Philosophy of Education, and Resume CFO: 3, 5 SLO: 1,2,3,4,5,6,7,8,9	1,2,3,4,5,6,7,8,9	3,4,5	Diversity, closing the achievement gap		1,3,4
Cooperating Teacher Observations of KTS CFO: 3, 4, 5 SLO: 1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8,9, 10	1,2,5	Diversity, assessment, literacy, closing the achievement gap	1,2,3,4,5,6,7,8,9, 16 [Standards 10, 11, 12, 14, 15 may vary depending on the candidate's choice of content.]	1,3,4
University Supervisor Observations of KTS CFO: 3, 4, 5 SLO: 1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8,9, 10	1,2,5	Diversity, assessment, literacy, closing the achievement gap	1,2,3,4,5,6,7,8,9,16 [Standards 10, 11, 12, 14, 15 may vary depending on the candidate's choice of content.]	1,3,4
Disposition CFO: 3 SLO: 8,10	8,10	3,4	Diversity, closing the achievement gap	7	1

Program:	
Assessment (point value)	**Description**
Attendance	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.
Candidate Observations (Assessment of Observed Teaching)	Cooperating/Supervising Teacher's evaluations of Assessment of observed teaching. Your University Supervisor 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 will be scheduled in advance. Student teachers will **submit** by email their **lesson plans** (along with all handouts for students, lesson notes, and other supporting documents) to the University Supervisor **two days prior to the delivery of the lesson**. The University supervisor and candidate will confer about each observation after the lesson delivery has occurred.
Seminar and Professional Meetings	You will participate in Professional Development focusing on the TPA sections online using Wimba. We will convene on campus for three day-long seminar meetings (see schedule). Please notify your cooperating teacher of your obligations on those days. Candidates are also encouraged to join the professional organization, the Kentucky Council of Teachers of Mathematics (KCTM), **or** the National Council of Teachers of Mathematics (NCTM).
Mini-TPA	Candidates will complete a TPA during the semester. 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, the Task, and a Prompt. 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 Prompts (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, identify learning objectives based on your state or district content standards, create an assessment plan designed to measure student performance, and plan for your instruction. After you teach the sequence, you will

Assessment Descriptions

Date	Event	Assignment
January	Professional Development	Complete Wimba trainings as they become available.
Mon. 1/11	Report to schools	
Fri. 1/15		TPA Section 1: Contextual Factors due
by Fri. 1/22	Orientation Visit	
Thurs. 1/28		TPA Section 2: Learning Objectives due. I also want a copy of your final test/quiz you will give your students at the end of your TPA sequence. Each question/ problem on this test should be coded to one of the Learning Objectives. (NOTE: This test will be part of your Assessment Plan.)
Feb. 1 - 5	1st Observation Visit	
Mon. 2/8		TPA Section 3: Assessment Plan due
Wed. 2/17		TPA Section 4: Design for Instruction due
Mar. 1 - 5	2nd Observation visit(TPA lesson)	
Fri. 3/5	On-campus Seminar	
Mon. 3/8	Midterm Grades due	
Fri. 3/12	Deadline for teaching the TPA Instructional Sequence (before midterm)	
Mar. 15 - 19	SPRING BREAK	
3/29 – 4/2	3rd Observation Visit	
Fri. 4/2	On-campus Seminar	
Fri. 4/9	**Final TPA due by noon**	
Apr. 12-16	4th Observation visit	
Thurs. 4/22		Philosophy and Resume due
Fri. 5/7	On-campus Seminar	
Sat. 5/8	Commencement	
Tues. 5/11	Final Grades due	

SCHEDULE

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