



**Professional Education Unit
Department of Middle Grades and Secondary Education**

**CLINICAL PRACTICE (Supervised – Public Schools)
EDSE 416
Fall 2011**

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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.

Minimum Required Field Experience Hours: 135 for the Gate III, clinical practice course.

“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 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): 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:

1. The candidate uses information about the teaching/learning context and student individual differences to set learning objectives and plan instruction and assessment.
2. The candidate sets significant, challenging, varied, and appropriate learning objectives.
3. The candidate uses multiple assessment modes and approaches aligned with learning objectives to assess student learning before, during, and after instruction.
4. The candidate designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.
5. The candidate uses regular and systematic evaluations of student learning to make instructional decisions.
6. The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
7. The candidate reflects on his or her instruction and student learning in order to improve teaching practice.
8. 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: English/Language Arts Education 8-12 | | | | |
|--|--|--|--|---|--------------|
| | EDSE 416 | | | | |
| Aligned with Assessment (point values) | Kentucky Teacher Standards (KYS) | Kentucky Core Academic Standards (KCAS) | Education Professional Standards Board (EPSB) | National Council of Teachers of English (NCTE) | NCATE |
| Teacher Performance Assessment (TPA) (25 points) CFO: 1-5 SLO: 1-8 | 1-10 | Writing 1, 2, 4, 5, 6, 7, 8 | Diversity, assessment, literacy/reading, achievement gap | 1-4 | 1, 3, 4 |

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|--|------|---|--|-----|---------|
| Standards Summary (15 points) CFO: 1, 2, 5 SLO: 1-8 | 1-10 | Reading 1-10; Speaking and Listening 1-6; Writing 1-10; Language 1-6 | N/A | 1-4 | 1, 3, 4 |
| University Supervisor Observations (15 points) CFO: 1-5 SLO: 1-8 | 1-10 | Reading 1-10; Speaking and Listening 1-6; Writing 1-10; Language 1-6 | Diversity, assessment, literacy/reading, achievement gap | 1-4 | 1, 3, 4 |
| Cooperating Teacher Observations (15 points) CFO: 1-5 SLO: 1-8 | 1-10 | Reading 1-10; Speaking and Listening 1-6; Writing 1-10; Language 1-6 | Diversity, assessment, literacy/reading achievement gap | 1-4 | 1, 3, 4 |
| Dispositions (20 points) CFO: 3 SLO: 8 | 3, 9 | Reading 1-10; Speaking and Listening 1-6; Writing 1-10; Language 1-6 | N/A | 2 | 3, 4 |
| Time Card (5 points) CFO: 1, 2, 5 SLO: 8 | 1-10 | Writing 4 | Diversity, assessment, literacy/reading achievement gap | 1 | 1, 3, 4 |
| Standards Inventory (5 points) CFO: 1, 2, 5 SLO: 1-7 | 1-10 | Writing 8 | Diversity, assessment, literacy/reading achievement gap | 1 | 1, 3, 4 |

Assignment Descriptions:

| Program: English/Language Arts 8-12 EDSE 416 | |
|---|--|
| Assessment | Description |
| TPA | Each candidate will complete a Teacher Performance Assessment (TPA) that will center on a 3-5 sequential lessons to be designed and taught by the candidate during clinical practice. The TPA consists of the following sections submitted as individual assignments: Contextual Factors, Learning Objectives, Assessment Plan, Design for Instruction, Instructional Decision-Making, Analysis of Student Learning, and Self-Evaluation and Reflection. Individual sections will be formatively assessed by the supervisor (see rubric below). The individual sections will be combined into a single, formal TPA (pdf) document, which will be posted to TK20. The candidate's final TPA will be scored independently by two members of the Teacher Education Program faculty, administration, or staff trained in the TPA scoring process. Instructions regarding this assignment and |

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| | assessment rubrics for each section of the TPA are included in the Teacher Education Program Handbook (TEPH) (in the Gate III section). |
| Standards Summary | The university supervisor in consultation with the cooperating teacher(s) will make a collaborative assessment of the overall performance of the candidate during the 16-week practicum based upon the Summary Form found on TK20. |
| Observation by University Supervisor | The university supervisor will conduct four formal observations of the clinical practice candidate teaching a lesson to their class of students. 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. The formal observations will be followed by a face-to-face post-lesson conference. |
| Observation by Cooperating Teacher | 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. |
| Dispositions/Assessment | The candidate will be assessed using the official Disposition Assessment found in Gate III of the TEPH in each of the 8-week segments of the 16-week practicum. Both the cooperating teacher and the supervisor will complete dispositions (for a total of 4). See "Attendance" below. |
| Time Card | The candidate will also keep record of weekly and cumulative time in conference, participation, observation, and actual teaching hours on the time card in the back of the Standards Inventory. The supervisor will check the progress on these items at each formal observation visit. |
| Standards Inventory | The candidate will discuss the topics in the Standards Inventory with the cooperating teacher and mark and date when each topic has been discussed. |

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.**

Assignment of Letter Grades:

Students' course evaluation will be determined by in class and out of class assignments, including: the Teacher Performance Assessment (TPA), on-site observations, university reports and forms used in the evaluation of candidates' performance, and other 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. Completion of all assignments and 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 candidates' work, actions, and behaviors demonstrate high standards for professionalism at all times.

Grading Formula:

- ❑ A summative evaluation (a collaborative evaluation between the university supervisor and the cooperating teacher) based on formal observations and student teacher performance (Form on TK20) **15 points**
- ❑ Clinical practice observations by university supervisor (Form on TK20) **15 points**
- ❑ Clinical practice observations by cooperating teacher (Forms on TK20) **15 points**
- ❑ A disposition rubric evaluation from the university supervisor and the cooperating teacher (Form on TK20) **20 points**
- ❑ Evaluation of the "TPA" (see TPA grading scale below) **25 pts**
- ❑ Time card **5 points**
- ❑ Standards inventory **5 points**

Grading Scale:

90-100: A
80-89.9: B
70-79.9: C
60-69.9: D
59.9 and below: E

TPA Grading Scale:

All rubrics and grading scales for the TPA may be obtained online through TK20 or found in the clinical practice handbook.

Required Materials:

Teacher Education Program Handbook

(TEPH) 2010-2011 prepared by MSU Educational Services Unit (*Required Reading*):

www.morehead-st.edu/files/colleges/education/esu/clinicalpracticehandbook.pdf

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe
<<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.

5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

An MSU email account: Check this regularly or have your MSU emails forwarded to your preferred account. I will use this email address for all class communication purposes.

Recommended: An **NCTE student membership** (\$20) and free subscription to the weekly NCTE email *Inbox: News, Views, and Ideas You Can Use!* (subscribe at: www.ncte.org/member).

Recommended: Subscribe to one of three **professional journals in English education:** *English Journal* (\$12.50 annual subscription), *Language Arts* (\$12.50 annual subscription), or *Voices from the Middle* (\$10.00 annual subscription).

Other Resources:

Kentucky Education Association (KEA): www.kea.org

KY Department of Education: <http://www.education.ky.gov/KDE/>

National Council of Teachers of English: <http://www.ncte.org>

The English Teacher's Companion: <http://www.englishcompanion.com>

KDE Core Content for Assessment:
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/>

KDE Program of Studies:
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/>

KDE Attributes of a Standards Based Unit of Study:
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/Attributes+of+a+Standards+Based+Unit+of+Study.htm>

KDE Connecting Curriculum, Instruction, and Assessment:
<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Connecting+Curriculum+Instruction+and+Assessment/>

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 seminars, post-lesson conferences and class meetings are to be attended. Clinical practice candidates are expected to assist the cooperating teacher in co-curricular school activities. **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.**

Schedules: Sixteen weeks off campus for practicum scheduled by University Student Teaching Director at State Accredited School District. Follow the EDSE 416 calendar and assignment schedule at the end of this document.

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>

Links to Websites for NCATE/ EPSB Alignment:

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Program+of+Studies/Kentucky+Core+Academic+Standards.html> This site provides a copy of the Kentucky Core Academic Standards (KCAS) for English/Language Arts

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

<http://www.ncte.org/standards> This site contains the professional standards published by the National Council of Teachers of English (NCTE) and the International Reading Association (IRA)

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation, published by the Education Professional Standards Board (EPSB) that are integrated within this course.

Have the following prepared for each university supervisor observation:

- Have lesson prepared with a *copy of the lesson materials* and *KTIP lesson plan (pg. 133 CPH)*. *Send lesson plan by 8 PM via email two days prior to the visit.*
- Have your time card filled out and signed
- In a three-ring folder have:
 - Your time card—filled in and up to date/Standards Inventory
 - Copy of all observed KTIP lesson plans
 - Copy of all formal observations reported by cooperating teacher

EDSE 416
Fall 2011 Tentative Weekly Schedule

| Week | Date | Formal Observations | Assignments Due | Notes |
|-------|-------------------------------|---------------------|---|--|
| 1 | 22 August | | | Begin clinical practice experience at school site |
| 1 | 26 August | | Email to supervisor school information and teaching schedules, indicating the best time for first introductory meeting. | |
| 2 | 29 August | | TPA Assignment 1 Due: Contextual Factors | Upload to “Assignments” on Blackboard site |
| 2 | 29 August – 2 September | Orientation Visit | | Allow 40 minutes for supervisor to conference with you and your cooperating teacher Remind cooperating teacher he/she will need the clinical practice handbook and a computer with access to the internet for the orientation to Folio 180 and electronic submission of forms. Establish dates for future visits |
| 3 | 6 September | | Assignment 2 Due: Learning Objectives | |
| 3 | 9 September | | | Clinical Practice Seminar III |
| 3 & 4 | 6 September – 16 September | Observation 1 | | Allow 40 minutes after your lesson for reviewing your lesson and other materials with your supervisor |
| 4 | 16 September | | Assignment 3 Due: Assessment Plan | |

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| 5 | 19 September | | | Window for TPA Pre-assessment |
| 6, 7 & 8 | 26 September – 12 October | Observation 2 | | Window for Teaching TPA University Supervisor disposition shared with student teacher and posted to TK20 Cooperating Teacher disposition shared with student teacher and posted to TK20 First 8 Weeks Placement Ends for Dual Placement Candidates |
| 7 | 3 October | | Assignment 4 Due: Design for Instruction | |
| 9 | 17 October | | Assignment 5 Due: Instructional Decision Making | Midterm Grades Due |
| 10 | 24 October | | Assignment 6 Due: Analysis of Student Learning | |
| 11 | 31 October | | Assignment 7 Due: Self-Evaluation & Reflection | |
| 11 & 12 | 31 October – 11 November | Observation 3 | | |
| 12 | 8 November | | TPA Due: Upload as a pdf file to TK20 by noon | |

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| 13 – 16 | 14 November – 9 December | Observation 4 | | Summative evaluation done with cooperating teacher and shared with clinical practice candidate Cooperating teacher disposition to be completed online and shared with clinical practice candidate University supervisor disposition to be completed online and shared with clinical practice candidate |
| 17 | 15 December | | | Last day of clinical semester |
| 17 | 16 December | | | Clinical Practice Seminar IV |
| 17 | 17 December | | | Commencement |