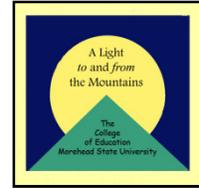




**Professional Education Unit**  
Department of Biology and Chemistry

Clinical Practice  
EDSE 416 Section 002  
Spring 2012



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**Course Description:**

EDSE 416. Clinical Practice. (12-0-12); I, II.

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 Field Experience Hours:**

Candidates are required to complete one full semester of clinical practice, beginning with the first day of the term and ending with the last day of final examinations. The minimum number of hours that must be completed during clinical practice is:

Teaching Time: 180 hours

Observation Time: 54 hours

Conferencing Time: 48 hours

Participation in other school activities: 40 hours

***“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):**

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.

**NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

<b>Program: Biology Teaching, Clinical Practice EDSE 416 Section 002</b>				
<b>Aligned with → Assessment ↘ (point values)</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>National Science Teacher Association Standards for Science Teacher Preparation (NSTA)</b>	<b>National Council for Accreditation of Teacher Education (NCATE)</b>
Clinical Practice Observations by University Supervisor, 25% CFO: 1,2,3,4,5 SLO: 1,2,3	1,2,3,4,5,6,7	-Assessment -Closing the Achievement Gap	1,2,3,4,5	1,2,3,4

Clinical Practice Observations by the Cooperating Teacher, 25% CFO: 1,2,3,4,5 SLO: 2,3	1,2,3,4,5,6,7	-Assessment -Closing the Achievement Gap	1,2,3,4,5	1,2,3,4
Disposition, 5% CFO: 1 SLO: 3	3,9	-Closing the Achievement Gap	3,6	1,2,3,4
Weekly Teaching Log, 15% CFO: 1, 2, 4, 5 SLO: 2a, 2b	7	-Assessment	1,3	1,2,3,4
Teacher Performance Assessment, 30% CFO: 1, 2, 3, 4, 5 SLO: 1,2	1,2,3,4,5,6,7,8,9	-Assessment -Literacy -Closing the Achievement Gap	1,2,3,4,5,6	1,2,3,4

**Assignment Descriptions:**

<b>Program: Biology Teaching, Clinical Practice EDSE 416 Section 002</b>	
<b>Assessment (point value)</b>	<b>Description</b>
Clinical Practice Observations by the University Supervisor, 25% CFO: 1,2,3,4,5 SLO: 1,2,3	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 Folio 180 website. A copy of the form is in the Appendix of the Teacher Education Program Handbook. In addition, a teaching journal must be kept by each student teacher. This journal will be reviewed during the observation.
Clinical Practice Observations by the Cooperating Teacher, 25% CFO: 1,2,3,4,5 SLO: 2,3	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 Folio 180 website. A copy of the form is in the Appendix of the Teacher Education Program Handbook.
Dispositions, 5% CFO: 1 SLO: 3	Formal disposition assessments are completed twice by the cooperating teacher and the university supervisor for a total of four dispositions. These disposition reports are based on the behavioral dispositions demonstrated by the candidate during school and/or university classroom.
Weekly Teaching Log and Reflection, 15%	The weekly teaching log should record the teaching strategies you used or observed, the activities you participated in, any behavioral episodes (good and bad, no names), and assessment techniques. Include what your

CFO: 1, 2, 4, 5 SLO: 2a, 2b	teaching expectations are for the upcoming week. These are due on the Monday following the teaching week of observed comments by 9:00am. They should be uploaded to Bb.
Teacher Performance Assessment (TPA), 30% CFL: 1, 2, 3,4, 5 SLO: 1, 2	<p>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.</p> <p>Each section is to be part of a larger TPA document that brings all sections together. Candidate's final TPA will include all sections combined into one document. 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.</p> <p>This document will be written and revised throughout the clinical practice period. A schedule is provided. Items will be submitted for grading and returned through Bb.</p>

**Course Evaluation:**

- Cooperating Teacher Observations (4) - 25%
- University Supervisor Observations (4) – 25%
- Dispositions by Cooperating Teacher (2) – 2.5%
- Dispositions by University Supervisor (2) – 2.5%
- Weekly Teaching Log – 15%
- Teacher Performance Assessment (TPA) – 30%

**Grading Scale:**

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- E: below 60

***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: <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.

**Plagiarism:**

Academic dishonesty, such as falsification of records (including admissions, registration, identification cards, etc.), plagiarism, copyright violations, etc. may result in disciplinary action.

All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. If a faculty member suspects that a student is guilty of a breach of the standards and chooses to pursue disciplinary action through University channels, the faculty member should follow the procedure outlined in Appendix A of the Eagle Handbook.

The plagiarism statement has been copied from the Eagle Handbook available online at:  
<http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-09.pdf>

**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, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or [e.day@moreheadstate.edu](mailto:e.day@moreheadstate.edu)

**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 Schedule:**

Week	Teaching Level	Assignments Due*
1 (Jan. 17-20)	-Observation and one-on-one tutoring	-Weekly Experience Teaching Log
2 (Jan. 23-27)	-Observation, one-on-one tutoring, small groups	-Weekly Experience Teaching Log -Contextual Factors TPA Draft
3 (Jan. 30 – Feb. 3)	Observation, one-on-one tutoring, small groups, mirroring classroom teacher lessons	-Weekly Experience Teaching Log -Contextual Factors Revised -Learning Objectives TPA Draft
4 (Feb. 6 – 10)	-Pick-up one class (preferably one that your teacher has another section)	-Weekly Experience Teaching Log -Learning Objectives TPA Revised
5 (Feb. 13-17)	-Keep same class from last week -Arrange for 1 <sup>st</sup> teaching observation	-Weekly Experience Teaching Log -Assessment Plan TPA Draft
6 (Feb. 20 – 24)		-Weekly Experience Teaching Log -Cooperating Teacher's 1 <sup>st</sup> Observation Completed

		-Assessment Plan TPA
7 (Feb. 27- Mar. 2)	-Pick-up Second Class	-Weekly Experience Teaching Log -Instructional Sequence TPA Draft
8 (Mar. 5 – 9)	-Arrange for 2 <sup>nd</sup> teaching observation	-Weekly Experience Teaching Log -Cooperating Teacher's 2 <sup>nd</sup> Observation Completed -Instructional Sequence
9 (Mar. 12- 16)		-Weekly Experience Teaching Log -Teach TPA
10 (Mar. 19 – 23)	-Pick-Up Third Class	-Weekly Experience Teaching Log -Analysis of Data
11 (Mar. 26 – 30)	-Possible Solo Week -Arrange for 3 <sup>rd</sup> teaching observation	-Weekly Experience Teaching Log -On Campus Friday (Mar 30 <sup>th</sup> ) -Revisions of TPA
(Apr. 2-6)	Fleming County Spring Break	-Weekly Experience Teaching Log
12 (Apr. 9 – 13)	-Possible Solo Week	-Cooperating Teacher's 3 <sup>rd</sup> Observation completed -Submission of TPA in Folio 180 April 12 <sup>th</sup> by noon
13 (Apr. 16 – 20)	-Drop First Class picked-up	-Weekly Experience Teaching Log -Submission of TPA to Folio 180
14 (Apr. 23- 27)	-Drop Second Class picked-up	-Weekly Experience Teaching Log
15 (Apr. 30 – May 4)	-Arrange for 4 <sup>th</sup> teaching observation	-Weekly Experience Teaching Log
16 (May 7-11)	-Back to observation and assisting the classroom teacher	-On-campus Friday (May 11 <sup>th</sup> )