



Professional Education Units

Early Childhood, Elementary, and Special Education
Middle Grades and Secondary Education

Supervised Student Teaching Practicum

EDEE 423

Senior Teaching Seminar

EDEM 499

Spring 2011

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Course Descriptions:

Senior capstone courses required for students seeking teacher certification. The course content priority is that of attaining a high level of competency related to the Kentucky Teacher Standards. Emphasis is placed on the following:

- application of previous learning in development of effective instructional strategies
- building relationships and human interaction skills
- exposure to classroom discipline and management methods and strategies
- incorporation of technology, both for planning, delivery and student use
- accepting accountability and the role of responsible teaching in the public school

EDEE 423. Supervised Student Teaching Practicum (4 to 12 hrs.); I, II.

Prerequisite: completion of requirements for admission to the professional semester. Student is assigned to student teaching center during which time observation, participation, and student teaching are done. The student teaching must be done in nonadjacent grades splitting the six-week period between two of the grades. Special conferences with supervising teacher, attendance, and participation in faculty meetings and out-of-school activities required.

EDEM 499. Student Teaching Seminar (3-0-3); I, II.

Prerequisite: completion of requirements for professional semester. Corequisite; one of the following: EDEE 423, EDMG 446, EDSP 435, 437, IECE 425. An orientation to the student teaching semester and the role of responsible teaching in the public school.

“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 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):

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:

Program:		P-5, Middle Grades			Supervised Student Teaching Practicum & Senior Teaching Seminar	
Aligned with▶	Assessment▼ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB) NCATE	[include full name of SPA]	
Teacher Performance Assessment,	50 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6	-Assessment -Literacy -Closing the Achievement Gap 1, 2, 3, 4,		
Clinical Practice Observations by the University Supervisor,	100 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	-Assessment -Closing the Achievement Gap 1, 2, 3, 4		
Clinical Practice Observations by the Cooperating Teacher,	50 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6	-Assessment -Closing the Achievement Gap 1, 2, 3, 4		

Attendance and Participation in on-campus meetings, readings and discussion of Frank text 50 Points CFO: 1, 5 SLO: 3	1,2,3,4,5,6,7,8, 9	1, 3, 4, 5, 6	-Diversity -Assessment -Closing the Achievement Gap 1,2,3,4	
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Assignment Descriptions:

Program: P-5 Course: EDEE 423 Supervised Student Teaching Practicum	
Assessment	Description
Teacher Performance Assessment 50 points	<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 with all sections combined into one document will be scored through a blind review scoring process. As a summative assessment, each TPA will be scored by blind scorers who are members of the Teacher Education Program faculty, administration, or staff trained in the TPA scoring process.</p> <p>Instructions regarding this assignment and assessment rubrics for each section of the TPA are included in the Teacher Education Program Handbook (in the Gate III section).</p>
Clinical Practice Observations by the University Supervisor 100 Points	<p>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 TK20 website. A copy of the form is in the Appendix of the Teacher Education Program Handbook.</p>

Clinical Practice Observations by the Cooperating Teacher 50 Points	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.
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Program: P-5	
Course: EDEM 499C Senior Teaching Seminar	
Assessment	Description
Writing Sessions with Instructor 50 Points	Candidates must attend the scheduled meetings with their University Supervisor for TPA section revision and classroom issues. Candidates must come prepared with section drafts and questions to guide their work and discussion during the session.

Grading Scale:

EDEE 423

- 180 Points – 200 Points = A**
- 160 Points – 179 Points = B**
- 140 Points– 159 Points = C**
- 120 Points– 139 Points = D**
- Below 120 Points = E**

EDEM 499C

- 45 Points - 50 Points = A**
- 40 Points – 44 Points = B**
- 35 Points - 39 Points = C**
- 30 Points – 34 Points = D**
- Below 30 Points = E**

Required Textbooks:

Morehead State University Teacher Education Program Handbook

(available online via the Clinical Practice section of the Education Service Unit Website at: <http://www.moreheadstate.edu/esu>)

New Teacher Standards

Course Evaluation:

Students' course evaluation will be determined by in class and out of class assignments, including: the Teacher Performance Assessment (TPA), on-site and in-class observations, university reports and forms used in the evaluation of candidates performance, and written and digital 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

and the Senior Teaching Seminar is based on a 50-point scale. Completion of all assignments and readings and fulfillment of all 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 candidate's work, actions, and behaviors demonstrate high standards for professionalism at all time. Some examples of these expectations are listed in the Teacher Education Program Handbook, the Clinical Practice Overview posted on the course Blackboard site, and in this syllabus. Failure to abide by these expectations may have negative consequences such as the lowering of the course grade, a failing grade for the course, and/or reporting such failures to the Educational Service Unit, the chair of the candidate's program department, the College of Education Dean's office and/or other authorities as deemed appropriate. In consultation with one or more of these offices, failing to abide by expectations of course tasks, teaching, and professionalism may also result in a relocation of the candidate's clinical practice to a different school or, in extreme cases, possible termination of the current clinical practice semester or other consequences.

Attendance Policy:

Clinical practice candidates are expected to be at school every day teachers in the cooperating school are expected to attend and to abide by the time requirements for faculty at that school (excluding extracurricular activities). Clinical practice candidates are to follow their cooperating teacher's schedule and are to report for all duties (i.e. Bus Duty) that their cooperating teacher is required to attend. Also, if clinical practice candidates are welcome in faculty meetings or professional development activities, they should also plan to attend these as well. If for some reason clinical practice candidates have a difficulty fulfilling these attendance requirements, they must notify their university supervisor immediately.

Clinical practice candidates are also required to attend all required seminars that are scheduled by the Morehead State University Educational Service Unit or their university supervisor. These events, whether they are online or face-to-face, are mandatory for all clinical practice candidates.

If clinical practice candidates miss a day of school or a seminar due to a death in their immediate family or severe illness, they are to call or email their university supervisor prior to the absence and call their cooperating teacher and their cooperating school immediately to notify them about the absence. Also, clinical practice candidates should follow their cooperating school's guidelines for absences. The cooperating teacher and university supervisor should be aware that the clinical practice candidate will not be in class as far in advance of the beginning of the school day as possible. If clinical practice candidates are absent from school for more than two days (in addition to days missed due to required seminars), the College of Education policy is that these days must be made up in order to successfully complete clinical practice. If a clinical practice student misses a required seminar event due to a death in the family, illness, or other such emergency situation, a make-up assignment/s can be assigned by either the university supervisor as an alternative in order to reduce or eliminate any negative impact the absence will have on clinical practice candidate evaluations or the clinical practice candidate's final grade.

Clinical practice candidates must log their attendance on their Clinical Practice Time Card. This time card is to be initialed by their cooperating teacher each week. Failure to properly and accurately log attendance, failure to report absences to the cooperating teacher and/or the university supervisor, or failure to make up absences as instructed by the university supervisor can have a negative impact on the clinical practice candidate's grade and will be reported to the Morehead State University Educational Service Unit and be subject to further consequences.

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>

Course Calendar:

EDEE 423, EDEM 499 Spring 2011 Tentative Schedule

Dates	Topic/Assignment
1-13	Clinical Practice Orientation Seminar I - ADUC
1-14	Clinical Practice Seminar II - ADUC
1-18	First Day of Clinical Semester: Report to Assigned Cooperating Teacher
1-20	Lawrence Co. visit to schools; meeting after school
1-24	Meet with Teresa in Rowan Co.
1-31	Contextual Factors DUE
2-3	Lawrence Co. visit to schools; meeting after school
2-7	Meet with Teresa in Rowan Co.
2-14	Learning Objectives DUE
2-17	Lawrence Co. visit to schools; meeting after school
2-21	Meet with Teresa in Rowan Co.
2-25	Clinical Practice Seminar III - ADUC
2-28	Assessment Plan DUE
3-7	Design for Instruction DUE Meet with Teresa in Rowan Co.
3-10	Lawrence Co. visit to schools; meeting after school
3-14	Decision Making DUE Second Placement Begins
3-28	Analysis of Student Learning DUE Meet with Teresa in Rowan Co.
3-31	Lawrence Co. visit to schools; meeting after school
4-4	Reflection and Self-Evaluation DUE
4-7	Lawrence Co. visit to schools; meeting after school
4-11	Meet with Teresa in Rowan Co.
4-13	<i>TPA DUE!!!</i>
4-21	Lawrence Co. visit to schools; meeting after school
4-25	Meeting with Teresa in Rowan Co.
5-5	Lawrence Co. visit to schools; meeting after school
5-12	Last day of Clinical Semester
5-13	Clinical Practice Final Seminar - ADUC Commencement Rehearsal
5-14	Commencement

This syllabus and course calendar is a guide for the courses listed above. The syllabus may be altered, edited, or modified at any time. Any such modifications will be communicated to students either electronically or face-to-face.

The course objectives and competencies directly address the **New Teacher Standards** required by The Kentucky Education Professional Standards Board. In particular, students enrolled in this course will develop their knowledge and skills to varying degrees in the following and implementing New Teacher Standards:

**STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT
KNOWLEDGE**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans 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.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates 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.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages 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.

**STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING
RESULTS**

The teacher assesses learning and communicates results to students and others 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.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher 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.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.