



BITE SHINES BRIGHT!

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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.

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.

NCATE/ EPSB Accreditation Alignment of SLO's and CFO's

Program: Business and Marketing Education, Grades 5-12, EDSE 416					
Aligned with	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	National Business Education Association	NCATE
Clinical Practice	1-10	2.14 – 2.20	Diversity, assessment, literacy, achievement gap, technology	All content areas	1, 3
KTIP Lesson and Unit Plans (content and delivery)	1, 2, 4, 5, 6	2.14 – 2.20	Diversity, assessment, literacy, achievement gap, technology	All content areas	1
TPA	1-10	2.14 – 2.20	Diversity, assessment, literacy, achievement gap, technology	All content areas	1, 2, 3

Assignment Descriptions

Program: Business and Marketing Education: Business and Information Technology Education	
Assessment (point value)	Description
Clinical Practice	Professional experience leading to full-time position in a 5-12 classroom to meet EPSB standards
Lesson Plans	Designed for all classes taught, using KTIP format
Classroom Management Plan	Develop of classroom management guidelines (3-5) with rewards and consequences; see in practice
Unit Plan (for TPA)	Develop of a unit plan to accompany an area in content area that will be taught in the classroom during Clinical Practice using KTIP format (Task G)
Bulletin Board and/or other assignment by cooperating teacher	To discover the value of bulletin boards as teaching tools and/or other assignments
Teaching Philosophy	To personalize the teaching experience that includes the value of the students, the teacher, and the content; see in context
TPA Assessment	Develop a Teacher Performance Assessment document 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 KY teacher standards. This is a major component of the Clinical Practice semester.

Overall Course Review and Expectations

Welcome to the beginning of a very exciting semester! Ready or not, you are about to enter the classroom as a practicing teacher. You will have many new responsibilities and tasks in order to have a successful student teaching experience. Below are suggestions, requirements, and tasks to complete this semester.

1. Let's begin with your questions and concerns.
2. Duties of Clinical Practice Candidate in handbook: REVIEW
3. Materials to use and to have and/or to create
 - a. Bible: Program of Studies, Core Assessment, Academic Expectations, Skills Standards, SCANS, Essential Documents CD, Tk20, and TPA materials.
 - b. Lesson plan format (KTIP): Make a notebook for yourself and your teacher (to leave). **Note: Be sure to add reflection and impact *after* you've taught the lesson.**
 - c. Unit of Study
 - d. Conceptual framework: *A Light to and from the Mountains*
 - e. Digital portfolio: optional. But need some kind of professional document to present at an interview.
 - f. **Must have 4 formal evaluations from your cooperating teacher and 4 formal evaluations from me—with reflections and impact. Forms are on Tk20 for your cooperating teacher and me.**
 - g. Time card: different format. You turn in at the final seminar. Be sure to keep weekly and get signatures.
4. **Thing to do:** By January 21, 2011, *by email* I should have your class schedule with times, names of courses you will teach, school telephone number and address, and your email address.
5. **Thing to do:** By January 28, 2011, you should have scheduled an orientation meeting for your cooperating teacher, you, and me.
6. Seminars for student teachers are required; I like for you to be teaching full time by the third week; therefore, it is very hard to pull you out of the classroom when your cooperating teacher depends on you. Make every effort to attend. Part of your grade depends on your attendance at the seminars.
7. **Thing to do:** TPA. Go over schedule and access to Tk20. Will need to train your cooperating teacher. (Example was given to you in the Methods class.) **We'll need to set up a schedule to review each section of the TPA before the due date.**
8. **Please email me your lesson plan at least 2 days before I am scheduled to observe you. When I walk into the classroom, I expect you to have a place for me to sit at a computer, the textbook, and any other materials you will be using during that observation.**
9. Review semester schedule (attached).

10. **My expectations:**

- a. Watch your grammar!
- b. Dress better than your cooperating teachers. No jeans; no short tops, etc. Yes, you should dress down on dress down days. But still no short tops.
- c. Act as a professional. You are a guest in your school. We cannot change the school or the classroom. You are not a student any more. Make the students respect you. No one is going to tell you what your job is every day. Be planful, thoughtful, serious, reflective, prepared, and organized. Decide with your cooperating teacher when he or she wants to see your lesson plans for the next week. Set aside the time now. **Do not procrastinate!**
- d. Avoid the teacher's lounge; avoid teacher gossip; go grade a paper.
- e. Email me to set up my 4 observations; I do not have the time to just "drop" in. However, if you see me walk in your classroom and I'm not scheduled to be there, you are in trouble!
- f. Infuse technology into every lesson. This should be a no-brainer for you. Offer to help other faculty; be willing to do workshops the principal may ask you to do. Or volunteer!
- g. Volunteer to write a grant or put up a bulletin board—and leave it. That's the least (along with the lesson plan notebook) that you can do for your cooperating teacher.
- h. Be sure to leave your one-page resume with Career Services. You can also email it to me or to Rhonda Crisp at r.crisp@moreheadstate.edu in the Career Center.

Other items for cooperating teachers:

- 1. Expectations
- 2. Review *Cooperating Teacher Orientation Checklist*
- 3. As always the last observation is the time that we evaluate for final grade. Be sure you know how to get around Tk20; everything is done in that software.

TPA SCHEDULE

Section of TPA	Due Date
Contextual Factors	
Objectives	
Assessment Plan	
Design for Instruction	
Instructional Decision-Making	
Analysis of Learning Results	
Self-Evaluation and Reflections	
Final Submission Date: Completed TPA	April 13, 2011

Spring 2011 Professional Semester Timeline

January

13 - Clinical Practice Orientation Seminar I

14 - Clinical Practice Orientation Seminar II

18 - Student Teaching Semester Begins (Student Teachers report to assigned schools)

March

4 - Clinical Practice Seminar III

11 - Student Teaching 1st 8-week placement ends

14 - Student Teaching 2nd 8-week placement begins

April

13 - Student Teachers (Spring 2011) TPA Due Date

May

13 - Student Teachers Final Seminar

13 - Commencement Rehearsal

14 - Commencement