Professional Education Unit
Department of Music

Music Education Clinical Practicum EDSE 416-010

Teaching Internship with collaborative face to face and distance mentoring, supervision, and evaluation by University Supervisor and Cooperating Teacher

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DESCRIPTION OF COURSE:

EDSE 416 Clinical Practice. (12 hrs.); 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 a public school cooperating teacher. **Prerequisite:** Completion of all requirements for admission to the professional semester..

The seminar component consists of three general "on-campus" best-practice seminars, and fifteen additional hours of music education specific seminar to include: the Kentucky College MENC fall Conference.

The classroom component consists of actual teaching in a public school setting for sixteen weeks under the supervision of a public school cooperating teacher. Observation, participation, teaching, and conferencing with the cooperating teacher are all part of this component. The student teacher participates fully in all activities (both curricular and co-curricular) which are teaching-related responsibilities of the cooperating teacher.

INTRODUCTION

The course is designed to align with the Morehead State University Mission Statement, the MSU Conceptual Framework for Teacher Education, the Standards of the National Council for the Accreditation of Teacher Education, the National Standards for Music Education, and the Teacher Standards developed by the Kentucky Education Professional Standards Board.

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 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 Learner Outcomes (SLOs)

The course objectives and competencies directly parallel the Kentucky Teacher Standards set forth by The Kentucky Education Professional Standards Board. A detailed description of these competency expectations can be found at: http://www.kyepsb.net/teacherprep/standards.asp .

By the end of this course the clinical practice candidate will:

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 the music content area into lessons in order to develop student knowledge and performance skills.

    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: Music K-12 Supervised Student Teaching Practicum					
Supervised Student Teaching Practicum	**Aligned with Assessment (point values)**	**Kentucky Teacher Standards (KTS)**	**Kentucky Education Reform Act (KERA)**	**Education Professional Standards Board (EPSB)**	**NCATE**	**The National Standards for Music Education: MENC part of the National Standards for Arts Education: The Consortium of National Associations of Arts Education**
	Teacher Performance Assessment, 25 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2	1, 2, 3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6,7*	-Assessment -Literacy -Closing the Achievement Gap	1,3,4,	1,2,3,4,5,6,7,8,9
	Clinical Practice Observations by the University Supervisor, 15 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6,7	-Assessment -Closing the Achievement Gap	1,3,4,	1,2,3,4,5,6,7,8,9
	Clinical Practice Observations by the Cooperating Teacher, 15 Points CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6,7	-Assessment -Closing the Achievement Gap	1,3,4,	1,2,3,4,5,6,7,8,9
	Weekly Reflections, 5 Points CFO: 2 SLO: 1, 2	3, 4, 7, 9	1, 3, 4, 5, 6,7	-Diversity -Assessment -Closing the Achievement Gap	1,3,4,	1,2,3,4,5,6,7,8,9
	Disposition Assessments, 10 Points CFO: 3 SLO: 1, 2, 3	3, 9	1, 3, 4	N/A	3,4	

Aligned with Assessment (point values)	Kentucky Teacher Standards (KTS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NCATE	The National Standards for Music Education: MENC
Summary of Kentucky's Teacher Standards Report (University Supervisor Version), 15 Points CFO: 1, 2, 5 SLO: 1, 2	1, 2, 3, 4, 5, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7	N/A	1,3,4	1,2,3,4,5,6,7,8,9
Time Card & Standards Inventory, 5 Points CFO: 1, 2, 5 SLO: 1, 2, 3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 7	-Diversity -Assessment -Closing the Achievement Gap	1,3,4	1,2,3,4,5,6,7,8,9
Participation, KCMENC Conference, Seminars, Student Teacher Notebook 10 Points CFO: 1, 5 SLO: 3	7, 9	1, 3, 4, 5, 6, 7	-Diversity -Assessment -Closing the Achievement Gap	1,3,4	1,2,3,4,5,6,7,8,9

Links to Websites for Standards Alignment:
http://www.kyepsb.net/teacherprep/standards.asp Ky. Teacher Standards.
http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm The Kentucky Combined Curriculum Documents : 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).
http://www.menc.org/resources/view/national-standards-for-music-education National Standards for Music Education
http://ncate.org/public/standards.asp NCATE Standards
*The 7th Kentucky Learner Goal became law 2009 and will be incorporated into new standards documents in 2010:"Schools shall develop their students' ability to: "Express their creative talents and interest in visual arts, music, dance, and dramatic arts."

Assignment Descriptions

Program: Music K-12 **Course: EDSE 416** **Supervised Student Teaching Practicum**	
Assignments/Assessments	**Description**
Teacher Performance Assessment 25 points	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 and individually posted on TK20 after receiving approval from the supervisor. The individual sections will be combined into a single, formal TPA document which will also be posted on 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 assessment rubrics for each section of the TPA are included in the Teacher Education Program Handbook (in the Gate III section).
Clinical Practice Observations by the University Supervisor 15 Points	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 conference.
Clinical Practice Observations by the Cooperating Teacher 15 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.
Disposition Assessment/Attendance 10 Points	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.

Summary of Kentucky's Teacher Standards Report (University Supervisor Version) 15 Points	The supervising teaching 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.
Weekly Reflections, 5 Points	The candidate will submit a weekly reflection log which includes a short daily reflection of the day's teaching activities (both good and bad aspects). Students will also use the log to keep track of daily observation, participation, conference, and teaching hours and identify specific skills and stechnique the student teacher will be focusing on the next week to improve his/her teaching skills. (Due by 8:00 PM each Sunday evening).
Time Card & Standards Inventory, 5 Points	The candidate will discuss the topics in the Standards inventory with the cooperating teacher and mark and date when each topic has been discussed. 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.
Participation, KCMENC Conference, Seminars, Student teacher notebook 10 Points	The candidate will participate in the fall KCMENC conference at the Galt House in Louisville, Sept. 23-24. Student may reserve rooms for the conference and find more information at: www.kmea.org/DIVISION/KCMENC/kcmenc.htm The candidate must join CMENC and the local MSU chapter. Local dues should be sent to Dr. Sue Creasap. National dues may be paid online at www.MENC.org Students are to keep all lesson plans used with students in a 3-ring binder along with a hard copy of formal observations, disposition reviews, Standards Inventory, and a group of professional documents: Resume, Music Education Philosophy, and a Sample Letter of Introduction/Cover Letter.

Schedule:
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.

Regular Attendance:
Attendance policy will correspond with the Teacher Education Program Handbook. Student teachers are to follow the cooperating 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.**

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 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 candidate's work, actions, and behaviors demonstrate high standards for professionalism at all time.

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 pts
- Clinical Practice Observations by Supervising Teacher (Form on TK20) 15 pts.
- Clinical Practice Observations by Cooperating Teacher (Forms on TK20) 15 pts
- A Disposition Rubric Evaluation from the University Supervisor and the Cooperating Teacher (Form on TK20) .Attendance10 pts.
- Weekly written reflections 5 pts.
- Evaluation of the "TPA" (see TPA grading scale below) 25 pts
- Time Card, Standards Inventory 5pts.
- CMENC attendance, Campus Seminar attendance, Notebook 10 pts.

Grading Scale:

90 Points – 100 Points = A
80 Points – 89 Points = B
70 Points– 79 Points = C
60 Points– 69 Points = D
Below 60 Points = 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.

> A candidate may not receive a grade higher than a "C" for the Clinical Practice (CP) experience if any one of the eight sections of the Teacher Performance Assessment (TPA) has a mean score of "1" in the final evaluation.
>
> If a candidate has a mean scores a "1" for any section, he/she has the opportunity to revise and resubmit the section (s) to achieve a "2" or better. Failure to resubmit or achieve a mean score of "2" or better on the deficient sections will result in a final clinical practice grade of "C," "D," or "E." (A clinical practice candidate may not receive an "A" or "B" for Clinical Practice unless he/she scores a mean score of "2" or above in each of the eight TPA sections).

Required Course Texts and 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
- **TIPS Discipline in the Music Classroom**: Compiled by R. Louis Rossman. Music Educators National Conference. 1806 Robert Fulton Drive, Reston, Virginia 20191-4348—**Required Text. Purchase from bookstore. See** Bromley/Grice Blackboard
- All students in this course are required to purchase a **TK20 account**. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class.
- Your account may either be purchased at: https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once).
- **Bromley/Grice Blackboard**

Other Resources

- Professional Journals: Music Educators Journal, Instrumentalist, Teaching Music, The Choral Journal, General Music Today (online at www.MENC.org/journals) Bluegrass Music News and other journals and articles deemed as appropriate by professors
  Kentucky Department of Education (www.education.ky.gov)
  - Kentucky Learner Goals (http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/)
  - Kentucky Core Content
  - Kentucky Program of Studies
- National Standards in the Arts (http://www.menc.org/resources/view/national-standards-for-music-education)

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

Bibliography

Pelletier, Carol Marra, A Handbook of Techniques and Strategies for Coaching Student Teachers, 2nd edition, Allan and Bacon, Boston MA 2000
Pelletier, Carol Marra, Strategies for Successful Student Teaching, A Comprehensive Guide, Allan and Bacon, Boston MA 2000
Kentucky Learner Goals*Kentucky Core Content*Kentucky Program of Studies
National Standards in the Arts
Music Educators Journal* JRME,*Update,*General Music Today
Teaching Music
The Instrumentalist
The Choral Journal

Related Resources

World Wide Web-
- Educational Professional Standards Board
- Kentucky Department of Education
- KEA- Kentucky Educational Association
- MENC-Music Educators National Conference
- KMEA-Kentucky Music Educators Association
- NCATE- National Council for Accreditation of Teacher Education
- KTIP- Forms and Information for all levels (ICEC, KTIP)

Course Calendar:

At all visits have the following:

- 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:
  - Copy of Weekly Reflections
  - Your time card—filled in and up to date/Standards Inventory
  - Copy of all observed KTIP lesson plans
  - Copy of All formal observations reports by cooperating teacher
  - Hard copy of your TPA entries to date

Monday, Aug. 23: Begin teaching at your school
Thursday, Aug. 26: All school info and schedules, emailed to supervisor, with best time for first introductory meeting attached.

August 30: Due Date for Assignment 1: Contextual Factors to be submitted on TK20

August 26-Sept 3: Orientation Visit*
Special Instructions:

- Allow 20 minutes for supervisor to conference with 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 TK20 and electronic submission of forms.
- Establish dates for future visits
-

Sept. 7: Due Date for Assignment 2: Submission of Objectives

Sept. 8-10, 13-15: First observation visit

- Allow 40 minutes after your lesson for reviewing your lesson and other materials with your supervisor

Sept. 17: Seminar III-at MSU (required)

Sept. 14: Due Date for Assignment 3: Submission of Assessment

Sept. 17: Student Teacher Fall Seminar-MSU-required

Sept. 20-22 Window for TPA Pre-assessment

Sept 23-24 (Thurs. evening-Friday):
Fall KCMENC Conference at the Galt House (***required)*** reserve room before Sept 16:
http://kmea.org/DIVISION/KCMENC/kcmenc.htm
Make sure you join CMENC. Online registration: https://www.mencnet.org/eweb/.

Sept 27: Due Date for Assignment 4: Design for Instruction

October 4-8 : Window for Teaching TPA

Sept. 29-Oct. 6: Second observation visit:

- Have resume in three-ring notebook
- University Supervisor disposition shared with student teacher and posted to TK20
- Cooperating Teacher disposition shared with student teacher and posted to TK20

October 13: Instructional Decision-Making

Friday, October 15: Last Day of first placement for dual placement student teachers

Monday October 18:
Begin Second eight-week placement for dual placement teachers
Mid-term grade reports posted

Oct. 20: Due Date for TPA Assignment 6: Analysis of Learning

Oct 27: Due Date for TPA Assignment 7: Self-evaluation and Reflection

Nov 3: Due Date for full TPA submission to Grice/Bromley

Nov. 8-17: Third Observation Visit

- Have Philosophy in three-ring notebook

Nov. 10: TPA's Due (uploaded on TK20 by noon)

Dec. 1-10: Fourth observational visit

- Time Card Checked
- Have Music Education Philosophy and Cover Letter in 3-ring folder
- Summative Evaluation done with cooperating teacher and shared with student teacher
- Cooperating Teacher Disposition to be completed online and shared with student teacher
- University Supervisor Disposition to be completed online and shared with student teacher

Dec. 16: Last Day of Student Teaching

Dec. 17: Clinical Practice Seminar IV, Exit Exams, and Commencement Rehearsal at MSU

Saturday, Dec. 18: Commencement