



**Professional Education Unit**  
Department of International and Interdisciplinary Studies

**Clinical Practice**  
**EDSE 416: Section 009**  
**Spring Semester, 2011**

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<b>Class Location:</b> off-campus	<b>Office hours:</b> by email/telephone TBA
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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.

**Required Field Experience Hours**

The candidate is placed in a public school setting for the entire semester, minus the on-campus seminars, and according to the vagaries of local weather and resultant decisions affecting schools. Here follow the expected number of hours for the 12-week placement:

- Minimum Teaching Time.....135 hours
- Minimum Number of Conferences.....36 hours
- Minimum Number of Observations.....40 hours
- Minimum Participation.....30 hours
- Total.....241 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 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 geographical), 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 Objectives (SLOs)**

The objectives of this section of EDSE 416 coincide with *Kentucky’s Teacher Standards* as outlined in the 2009-2010 Clinical Practice Handbook. Therefore, by the end of this semester, the candidate should have demonstrated that s/he:

1. Designs/plans, instruction and learning climates that develops students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
2. Creates a learning climate that supports the development of students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. Introduces/implements/manages instruction that develops students’ abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. Assesses and communicates learning results to students and others with respect to students’ abilities to use communication skills, apply core concepts, and become self-sufficient individuals, become responsible team members, think and solve problems.
5. Reflects on and evaluates teaching/learning situations and programs.
6. 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.
7. Evaluates own overall performance with respect to modeling and teaching Kentucky’s learner goals, refines the skills and processes necessary, and implements a professional development plan.
8. Demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
9. Uses technology in support of instruction to access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

**NCATE/EPBSB Accreditation Alignment of CFO's and SLO's:**

<b>Program: French/Spanish</b>		<b>(EDSE 416: Clinical Practice)</b>			
<b>Aligned with→ Assessment* (points values) ↓</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Educational Professional Standards Board (EPSB)</b>	<b>ACTFL</b>	<b>NCATE</b>
Daily Reflective Journaling and Log (required) SLO 1-9 (esp. 5) CFO 1-5 (esp. 3)	1-9	2.28	Diversity,	1-5	1,3,4
Weekly Time Cards (required), SLO 5, 6 CFO 5	5	N/A	Assessment	N/A	1
TPA (required) SLO 1-9 CFO 1-5	1-9	2.27 and 2.28	Assessment	1-5	1,3,4
observations (required) SLO 1-9 CFO 1-5	1-9	2.27 and 2.28	Assessment	1-5	1,3,4
Clinical Practice (required) SLO 1-9 CFO 1-5	1-9	2.27 and 2.28	Diversity, Assessment	1-5	1,3,4

**\*Note on Assessment: it is unreasonable to assign “points values” to the components of the Clinical Practice (EDSE 416), since the evaluation instruments (such as the TPA) avoid number or letter grades, and instead score the candidate’s product/performance as “standard not met,” “standard partially met,” or “standard met.” One guideline given is that if even one section of a candidate’s TPA is scored “not met” then the student may not earn an “A” for this [12-credit] course. In short, candidates are expected to fulfill all assignments as professionals.**

**Assignment Descriptions:**

<b>Program: French/Spanish (EDSE 416: Clinical Practice)</b>	
<b>Assessment (point value)</b>	<b>Description</b>
Daily Reflective Journaling and Log	Required daily submission via e-mail of a reflective journal entry (in French/Spanish) and log of the day’s events. This should take no more than fifteen minutes per submission. All

	e-mails should include a brief descriptive statement about the day at school and a log of hours accrued.
Weekly Time Cards	Candidate is required to complete and responsible for updating the time card throughout the semester. University Supervisor will collect this time card from the candidate, completed and signed by the cooperating teacher, at the time of the final Summative evaluation. (After Final Observation)
<b>Teacher Performance Assessment</b>	Outside of the daily work, the only major assignment is to complete the TPA. The primary source for this assignment is the Teacher Education Program Handout (beginning on page 80) which includes detailed explanations for each assignment. The handbook may be found online at: <a href="http://www.moreheadstate.edu/files/colleges/education/esu/clinicalpracticehandbook.pdf">http://www.moreheadstate.edu/files/colleges/education/esu/clinicalpracticehandbook.pdf</a>
<b>TPA sections</b>	Due dates for (final draft of) each assignment are listed on the schedule below. First drafts should be submitted early by email in Word format so that corrections and revisions made be suggested by the US and revisions made by the candidate. The final and completed sections will need to be posted on TK20 in early April.
<b>Observations</b>	<p>The University Supervisor will visit the candidate <i>in situ</i>, (at the placement school) at least five times this semester. Four of those visits will involve formal observation of the candidate's teaching. The Cooperating Teacher will also complete four formal evaluations of your teaching. US observations will be scheduled in advance, and the candidate will submit (via e-mail attachment in Word format) lesson plans (along with all handouts for students, lesson notes, Powerpoints in handout format, and other supporting documents) to the US at least one full workday (preferably two-three) prior to the delivery of the lesson. Plans should reflect the content's place in the ongoing classroom instruction, as well as in the unit of instruction and in the larger scope of the course being taught. After each observation the candidate will meet to conference on the lesson. (Additional conferences the may be set up by arrangement to discuss other issues such as the particulars of the TPA.</p> <p>The candidate is required to follow the KTIP lesson plan format for lessons observed and for the three-day sequence of the TPA. As well, lesson plans should conform to the format required by the cooperating teacher for all other observations and lessons.</p>

seminars (required)	Attendance at on-campus TEP Seminars, or via electronic delivery as “Webinars” (TBA), is required periodically during the semester. These are announced and prepared by the Educational Services Unit.
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**Grading scale:**

A = 90-100%      B=80-89.9%      C=70-79.9%      D=60-69.9%      E=below 60%

**Required Materials**

TEP Handbook.

**Attendance Policy**

See TEP Handbook. In general, candidates may have two absences from school over the semester, but only for extreme health reasons or family emergencies. Tardiness is not an option.

**Academic Honesty**

MSU adheres strongly to a program of academic honesty. This means very simply that all the work you do for this class must be your own, including all written homework, all tests that you take, and all essays and corrections that you write. Cheating, fabricating, 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 have a question about academic honesty, ask your teacher before turning in the assignment, or consult The Eagle: Student Handbook; the policy is located at : <http://www.moreheadstate.edu/files/units/dsl/eaglehandbook/studenthandbook2008-9.pdf> (pages 11 and 39)

**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](http://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** (subject to modification, depending on school closings, etc.) – Spring 2010

<p>Week 1 1-11-10</p>	<ul style="list-style-type: none"> <li>§ Arrive at the school</li> <li>§ Gather data for Assignment 1, Contextual Factors (final due 1-19-10)</li> <li>§ Develop plan for observations, participation, and teaching with cooperating teacher</li> <li>§ Observe Cooperating Teacher and other teachers</li> </ul>
<p>Week 2 1-19-10</p>	<ul style="list-style-type: none"> <li>§ Orientation Visit by University Supervisor (Meet with candidate and Cooperating Teacher)</li> <li>§ Gather data for Assignment 2, Learning Objectives (final due 1-25-10)</li> <li>§ Implement plan for observations, participation, and teaching (gradually build toward teaching)</li> </ul>
<p>Week 3 1-25-10</p>	<ul style="list-style-type: none"> <li>§ Unofficial visit by University Supervisor</li> <li>§ Gather data for Assignment 2, Learning Objectives (final due 2-1-10)</li> <li>§ Continue implementing plan for observations, participation, and teaching (gradually build toward teaching)</li> </ul>
<p>Week 4 2-1-10</p>	<ul style="list-style-type: none"> <li>§ If appropriate, begin teaching in one class (with Cooperating Teacher, may opt to begin earlier)</li> <li>§ Gather data for Assignment 3, Assessment Plan (final due (2-15-10); Begin developing Assignment 4, Design for Instruction (final due 2-22-10)</li> </ul>

Week 5 2-8-10	<p>§ Continue teaching</p> <p>§ Gather data for Assignment 3, Assessment Plan (final due (2-15-10); Begin developing Assignment 4, Design for Instruction (final due 2-22-10)</p> <p>§ Observation 1, University Supervisor</p> <p>§ Observation 1, Cooperating Teacher</p> <p>§ Gather data for Assignments 6, 7, and 8</p>
Week 6 2-15-10	<p>§ Continue teaching</p> <p>§ Develop Assignment 4, Design for Instruction (final due 2-22-10); Prepare for Assignments 5, 6, and 7 (final due 4-5-10 ?)</p>
Week 7 2-22-10	<p>§ If appropriate, begin teaching another class</p> <p>§ Observation 2, University Supervisor</p> <p>§ Observation 2, Cooperating Teacher</p>
Week 8 3-1-10	<p>§ Mid-term Disposition Evaluation, University Supervisor and Cooperating Teacher</p>
Week 9 3-8-10	<p>§ If appropriate, begin teaching another class</p>
Week 10 3-15-10	<p>§ Continue Teaching</p>

Week 11 3-22-10	\$ Continue Teaching \$ Observation 3, University Supervisor \$ Observation 3, Cooperating Teacher
Week 12 3-29-10	\$ Continue Teaching \$ Unofficial Visit by University Supervisor \$ Final Draft, TPA (due April 5 <sup>th</sup> ?)
Week 13 4-5-10	\$ If Appropriate, teach full day
Week 14 4-12-10	\$ Continue teaching full day \$ Observation 4, University Supervisor \$ Observation 4, Cooperating Teacher
Week 15 4-19-10	\$ Continue teaching full day
Week 16 4-26-10	\$ Begin phasing out of full day teaching \$ Final Disposition Evaluation, University Supervisor \$ Final Disposition Evaluation, Cooperating Teacher \$ Summative Evaluation, University Supervisor and Cooperating Teacher
Week 17 5-3-10	\$ 5/6 - Last Day in School