

**Fall 2009 Syllabus
Clinical Teaching Seminar
EDUC 4950/5940**

A. INSTRUCTOR INFORMATION

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The Clinical Office will communicate via e-mail, and will use the e-mail address you provided when you registered in Banner. Please let the Clinical Office know if that address changes.

B. COURSE DESCRIPTION

This course is a capstone seminar required during the clinical semester. The course will focus on formative and summative assessment; completion of program and licensure requirements; professional development; and orientation and induction into the teaching profession. The LiveText electronic portfolio will be completed and defended during the seminar. Course includes small group and whole group discussions, guest speakers, and self-reflection.

C. SCHOOL OF EDUCATION PROGRAM GUIDING PRINCIPLES AND OUTCOMES

VISION AND MISSION STATEMENT:

Consistent with the institutional vision and mission, and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the **Austin Peay State University College of Education** is to prepare highly qualified professionals who are knowledgeable in standards-based practice, who can become competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of learners. Our theme “Preparing Professionals Through Standards-Based Practices” reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement.

Fundamental to our mission is a firm commitment, guided by an articulated Conceptual Framework and Knowledge Base, to contribute to students’ development as they progress toward their careers as professionals in education and its related fields.

CONCEPTUAL FRAMEWORK:

The theme of the teacher preparation unit is “Preparing Professionals Through Standards-Based Practices.” The conceptual framework that has evolved from a model adopted in 2000, is now organized around **three key elements** (knowledge, competency, and dispositions) around six domains, consistent with the Tennessee Framework for Evaluation and Professional Growth (FEPG, 2004): 1) Planning; 2) Teaching Strategies; 3) Assessment and Evaluation; 4) Learning Environment; 5) Professional Growth; and 6) Communication.

The **knowledge element** enables professionals to

1. use strong understanding of subject matter and general knowledge to enable students to learn and communicate effectively with others, and
2. use technological knowledge and collaborative techniques to foster active inquiry, problem solving, and performance skills among learners.

The **competency element** enables professionals to

1. understand and establish an effective learning environment and possess the skills, techniques, and strategies to do so, including those that provide opportunities for student intellectual, social, and personal development, and
2. use reflection continually and improve outcomes assessment, resulting in improved learning experiences.

The **dispositional element** enables professionals to

1. create a climate of openness, inquiry, and support by practicing strategies that foster relationships of acceptance, appreciation, and value for diverse individuals and groups in the larger community, and
2. recognize ethical, professional standards and strive for continual personal improvement.

Interwoven throughout courses and experiences in all programs are learning opportunities that foster in teacher candidates an array of knowledge, skill, and dispositional outcomes related to diversity, technology, and democracy.

Eleven program outcomes are aligned with the three elements and six domains referenced above. These outcomes are derived from the Tennessee Professional Education Standards (PES), which are INTASC inspired. Student Teaching addresses topics and provides opportunities to learn related to the following program outcomes:

PERFORMANCE OUTCOMES ADDRESSED BY THIS COURSE:

Standard 1 Professional Growth and Development. Candidates are reflective practitioners who continually evaluate the effects of their choices and actions on others, who actively seek out opportunities to grow professionally, and who effectively communicate with students, parents, colleagues, and others.

Standard 2 Knowledge of Instruction. Candidates plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students.

Standard 3 Knowledge of Assessment and Evaluation. Candidates know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing, intellectual, social and physical development of the learner.

Standard 4 Knowledge of Students. Candidates understand the diverse needs of students and that students differ in their approaches to learning. They can create learning opportunities that meet the needs of all students. They support students' intellectual, social and personal development.

Standard 5 Knowledge of Classroom Management. Candidates use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Standard 6 Knowledge of Technology. Candidates promote the equitable, ethical and legal use of technology resources and use technology and technology based resources to facilitate developmentally appropriate student learning, and to enhance their professional growth and productivity.

Standard 7 Knowledge of Content. Candidates know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter.

D. COURSE OBJECTIVES

The Student will:

1. Gain awareness of the many roles and responsibilities of the elementary teacher and teaching as a profession
2. Acquire understanding of the challenges of the beginning teacher and develop background and procedures for coping with them effectively
3. Learn, understand and appreciate fundamental facets of community and administrative functions of the total educational process
4. Re-examine in a philosophical and pragmatic light, the areas of child development, effective educational environments, curriculum, teaching methodology, classroom management, adaptation of the educational system to ethnic and language minority students and to those with special needs, and the personal responsibilities incumbent upon the new teacher in assuming professional status

E. SUGGESTED SEMINAR TOPICS

1. Beginning to teach, bridging theory into practice (Standard 2)
2. Developing lesson and unit plans (Standard 2 & 7)
3. Certification procedures and future employment
4. Classroom management, discipline and motivation of students (Standard 4 & 5)
5. Creating engaging curricula in the elementary school (Standard 2)
6. Basic legal responsibilities toward students and the school
7. Lifelong professional growth and development (Standard 1)
8. Professional organizations (Standard 1)
9. School-community relationships, parent-teacher relationships (Standard 1)
10. Ethics, attitudes and professional standards (Standard 6)
11. Mainstreaming/inclusion (Standard 4)
12. Multicultural education (Standard 4)
13. Computers and technology in the classroom (Standard 1 & 6)

F. ILLUSTRATIVE COURSE ACTIVITIES

1. Reading
2. Discussion
3. Lectures
4. Written assignments
5. Reporting
6. Panels
7. Guest speakers
8. Videos
9. Instructional Technology

G. MINIMAL STUDENT REQUIREMENTS

1. Participation in seminar activities
2. Completion of written assignments (Critical Incidents, FPEG)
3. Completion of lesson and unit plan assignments
4. Study of school related issues as assigned
5. Demonstrated ability to cope successfully with problems of the beginning teacher as evidenced through instructor selected evaluations
6. Compilation of portfolio artifacts

H. COURSE REQUIREMENTS

1. Develop the Milestone IV Portfolio that reflects your professional understanding of effective teaching as evidenced through your best practice and applied to the standards. Milestone IV Portfolio requires a minimum score of 75%. Grading is as follows:

90-100%=80points

89-81%=70 points

80-75%=60 points

Make sure to do your best work. Time constraints prevent the reader from being able to provide extra time for revisions at the end of the semester. The grade you receive will be your final grade. **60-80 Points**

If your portfolio grade falls below a 75% you will receive an Incomplete for seminar and your name will not be sent to the state for licensure. You will have to redo those portions of your portfolio that did not meet the expectations for Milestone IV, and resubmit your portfolio until you meet all expectations.

2. Attend all scheduled seminars and participate in discussions and other professional activities. **20 points**

Undergraduate Grading Scale: Total possible points for seminar=100 points

92-100	A	75-83	C
84-91	B	Below 75	F

I. Graduate Student (EDUC 5940) Research Requirement: 100 Points

Students enrolled at the graduate level will be required to submit a **research paper** on a topic to be agreed upon by the instructor. **This paper will be a synthesis of current research on an educational trend or issue.** The student will conduct a review of the

research on the agreed upon topic. After conducting a thorough review of literature, the student will write a synthesis of that research. The synthesis should include:

- 1) Challenges inherent in the topic
- 2) Current trends that address the topic
- 3) Action plan for instructional improvement supported by research

The written synthesis should be no longer than 10 double-spaced pages, using a 12-point font and 1 inch margins. The Reference List can be single-spaced; all citations and references should adhere to current APA format.

Graduate Grading Scale: Total possible points for seminar=200 points

192-200	A	175-183	C
184-191	B	Below 175	F

Current Issues & Trends in Education:

As you begin this semester, you will be entering a cultural system that predates you. Issues have surfaced and decisions have been made that effect the way in which school is interpreted, curriculum is determined, and the school day is run. To become a more empowered student teacher, you will want to acquaint yourself with some of the previous influences that have affected the current conditions of your district. During the first month of school, conduct some historical research about your district. Determine several “hot” topics or issues that are being addressed within your district. Bring your topics to our meeting on **October 15th**. Presentation of “hot” topics will be at our final seminar **December 10th**.

Researching your “hot” topic should involve several of the following:

1. Attending one school board meeting
2. Attending one PTA meeting
3. Interviewing teachers and/or support personnel
4. Interviewing principals
5. Local newspapers
6. Talking to parents
7. Accessing the district web-site
8. Other

J. COURSE REFERENCES

Each teacher candidate is provided access to the Clinical Teaching Handbook and the Milestone IV Portfolio Handbook available through the School of Education website at (www.apsu.edu/educ) then click on Clinical Teaching.

K. ACADEMIC INTEGRITY

Academic integrity is expected of all candidates. If academic misconduct is suspected, the university mentor and Coordinator of Clinical Experiences will follow the “Faculty Guide to Academic Misconduct” issued by the university.

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Student

Conduct” in the new Student Handbook for an understanding of what will be expected of them within the academic setting.

L. POLICY ON MINORS

Minors (any non-student under the age of 18) accompanying staff, faculty, students or visitors on campus or to a seminar are not permitted in the classroom.

M. ACCOMMODATIONS

Any student who has a disability that may affect his/her academic performance and that may require assistance or accommodations, or if you have any questions related to any accommodation for testing, note taking, reading, etd., please speak with me as soon as possible. You must contact the Office of Disability Services; *telephone* 221-6230 (UC 114); *tty* 221-6278; *fax* 221-7102 to officially request such accommodations/services.

N. All cell phones, pagers, laptop computers, PDAs must remain off during class time.

O. No food items or beverages are allowed in the classroom. No smoking is allowed in the classroom.

Attitude, Effort and Professionalism!!!

These characteristics reflect the image you present as a teacher.

Your attitude, dress, language and effort will inform your students and the general public of the importance you place on education.

Be all that you can be!