

Fall 2009
Clinical Teaching Syllabus
EDUC 4410, 4510, 4610, 4710
EDUC 5410, 5510, 5610, 5910

A. INSTRUCTOR INFORMATION

Instructor:	Dr. Barbara Peterson
Office Number:	CX 232
Office Phone:	(931) 221-6468
E-mail:	petersonb@apsu.edu
Office Hours:	Please call the Clinical Office secretary Jammie Cox, at (931) 221-7441 for an appointment

The Clinical Office will communicate via e-mail, and will use the e-mail address you provided when you registered in Banner. PLEASE CHECK THAT E-MAIL ACCOUNT REGULARLY.

B. CATALOG DESCRIPTION

Prerequisite: must meet Milestone III requirements (full admission status)

Teacher candidates will teach a full semester under the direction of a university mentor and mentor teachers. Experience at two grade levels and in varied settings is required by the state of Tennessee. According to state directives, the student teacher must receive prior written permission from the Dean of the College of Education to enroll in coursework other than student teaching during the semester. EDUC 4410, 4510, 4610 and 4710 are co-requisites with an intensive seminar (EDUC 4950, 2 credits) in which portfolio-based and other summative assessment is accomplished. The seminar also addresses relevant issues in professional education, as well as licensure procedures and induction into the teaching profession.

Note: Students participating in clinical teaching are required to enroll in 10 hours selected from EDUC 4410/ 4510/4610/4710. Selected graduate students may, by permission, register for EDUC 5410/5510/5610/5910. The graduate courses cannot count toward completion of graduate program of instruction.

This syllabus provides the specific requirements for these 10 hours of coursework. An additional 2 credit hours will be obtained by enrolling in the required seminar EDUC 4950 EDUC 5940 for a total of 12 credit hours for the clinical teaching semester.

C. COLLEGE 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 teacher candidate, under the guidance of the mentor teacher and the university mentor, will demonstrate teaching competency as expressed in the following:

1. Organize and plan for teaching, including the preparation of written lesson plans for long range and daily teaching responsibilities; lesson plans are to be approved by the mentor teacher before they are presented to the university mentor; (Standard 2).
2. Demonstrate and apply knowledge of subject matter and materials of instruction; (Standard 1 & 2).
3. Select and apply appropriate and varied methods of instruction; (Standard 2).
4. Adapt instruction to the needs of individuals including those with giftedness, physical, and learning disabilities; (Standard 4).
5. Arrange and adapt the classroom's physical environment to maximize learning; (Standard 5).
6. Establish good personal relationships with students, colleagues, parents, and the community, and create a favorable classroom climate that motivates learners; (Standard 1 & 5)
7. Demonstrate understanding and sensitivity to the needs of learners from varied socio-economic, cultural, ethnic and racial backgrounds; (Standard 4).
8. Establish and maintain classroom control; (Standard 5).
9. Manage the classroom independent of supervision as demonstrated in daily decision-making, organization of activities, and systematization of routines and details; (Standard 5).
10. Demonstrate an understanding of the role of the teacher and the purposes of the school as a social institution; (Standard 1).
11. Be an active, cooperative and responsible member of the school faculty; (Standard 1).
12. Analyze his or her own teaching behavior objectively, develop self-evaluation skills, and recognize the effects of teaching behavior on learners (Standard 1).
13. Demonstrate an understanding of formal and informal assessment strategies (Standard 3).

14. Utilize knowledge of effective verbal, nonverbal and media communication techniques to enhance learning in the classroom (Standard 1).
15. Demonstrate use of technology to enhance professional growth and promote ethical use (Standard 6).

E. SPECIFIC REQUIREMENTS FOR EDUC 4410, 4510, 4610, 4710, 5410, 5510, 5610, AND 5910

Grading and Evaluation:

The final responsibility for recording the teacher candidate's performance lies with the Coordinator of Clinical Teaching, who is the Instructor of Record for these courses. Only four grades are possible in student teaching: Pass, Fail, Withdrawal or Incomplete. Evaluation is a continuous, collaborative, and comprehensive process involving the classroom mentor teacher and the university mentor. The final grade will be determined by input from the assigned mentor teachers, the university mentors, and school administrators in conjunction with Dr. Peterson. For a passing grade for student teaching, students must demonstrate the ability to successfully take total responsibility for the classroom to which they are assigned for fifteen full days of each assignment.

Removal from Assignment:

The clinical teaching program is a collaborative relationship between APSU, cooperating school districts, mentor teachers and the teacher candidate. Occasionally, there are circumstances that warrant the termination of the clinical experience of the teacher candidate.

By Principal—You are a guest in the principal's building. If the principal asks to have you removed, it will happen immediately. You will be reassigned and, if necessary, assignment will be extended.

Example: Rude, disrespectful behavior towards faculty or students. Sleeping in the lounge or chronic tardiness.

By Dr. Peterson—Can be dismissed if cooperating teacher and university mentor feel you lack necessary skills. May need to remediate.

Unprofessional Conduct—Reason for immediate dismissal. Refer to the termination section of the Clinical Teaching Handbook for a thorough discussion of termination of clinical teaching assignment.

Attendance

Clinical teaching is a full day, full-time (consecutive days) experience. Student teachers are expected to follow the same regulations regarding length of workday and attendance that apply to the classroom-mentor teacher. This implies that the student teacher is expected to be present in the assigned classroom unless there is illness or unless there is an extreme emergency. **Tardiness is never acceptable.** Student teachers are responsible for calling both the school and their university mentor in the event of any absence. The school needs to be notified prior to school hours. If you are responsible for any part of teaching, you must provide plans for your mentor teacher as though s/he were a substitute. There are no excused absences—absences are dealt with individually. Excessive absences may result in an extension or termination of the clinical teaching placement.

For seminar—students missing more than one seminar will have grade dropped one letter grade.

Specific Requirements

Student teachers are required to prepare and teach a unit of instruction containing a minimum of five lesson plans for **each of the two clinical assignments**. Mentor teachers are responsible for monitoring the planning process to ensure that the plans reflect the approved curriculum and meet pacing expectations. Certain specialty teachers, such as music, art and physical education, may require modification of this requirement.

Daily lesson plans are prepared using the approved APSU lesson plan format. Lesson plans should be readily available (always kept in an agreed-upon location) for the university mentor responsible for observing and evaluating the teacher candidate's performance. The teacher candidate is expected to reflect **weekly** a critical incident, and to reflect **daily** on lessons taught during the unit.

Seminars will be conducted by the assigned university mentor on a weekly basis in designated locations central to the student assignments. Seminars on campus will be conducted by the Office of Clinical Teaching prior to each placement and at the end of placement #2. You must also attend the Mentor Appreciation Reception. See accompanying Clinical Teaching Schedule for times and locations of all seminar. A passing grade requires full attendance and participation in all seminars.

Record Keeping

Teacher candidates are responsible for the prompt completion and submission of the schedules for student teaching (see attached) to the university mentor. Teacher candidates are responsible for maintaining a record of teaching and related experiences using the Daily Lesson Plan Form and the Tennessee Framework for Evaluation and Professional Growth (FEPG).

F. SUBMISSION OF MILESTONE IV PORTFOLIO

During the semester of enrollment of clinical teaching, candidates will be expected to prepare and submit their LiveText portfolio for Milestone IV review or complete the “Intent to Opt Out of the Teacher Education Program” Form. Failure to present satisfactory evidence that identified standards and eligibility criteria for Program Completion are met will result in a denial of a recommendation for licensure.

See accompanying document for Milestone IV Portfolio Assignments and submission dates. A minimum grade of 75% is needed to pass Milestone IV. All Milestone IV Portfolios should be submitted for review to **M4turnin for undergrads**. Graduate students submit your portfolio to **MAT4turnin**. The grade for the Milestone IV Portfolio is based on the candidate’s ability to provide evidence that the candidate understands each standard and provides evidence of how they apply each standard in their teaching. Artifacts will be drawn from either placement #1 or placement #2 of the clinical teaching experience.

Please refer to the Milestone IV Portfolio Handbook for specific suggestions on how to write your supporting statements. The Power Point we used during our orientation seminar is also found in LiveText for your reference.

G. LICENSURE

At the Clinical Teaching Mid-semester Seminar, the Licensure Analyst will meet with teacher candidates. At that meeting, all paperwork needed to apply for Tennessee licensure will be completed. Licensure paperwork for Kentucky will also be provided.

H. ADDITIONAL EXPECTATIONS

Clinical Teaching is your final experience in the journey to become a professional educator. Therefore, there are expectations of teacher candidates that model the expectations of a professional educator. Such expectations are:

1. **Appropriate dress** - as a professional you will be expected to meet the dress codes of the school in which you work. Determine the specific dress requirements for the faculty in the schools you are assigned and follow these dress requirements. As a rule, professional dress is not the same as social dress. Think twice before you get dressed in the morning. Tattoos and multiple piercings **are not** appropriate. Tattoos should be covered. Facial piercing and tongue rings should be removed.
2. **Producing professional written work** - as a professional, you are expected to produce written material that is typed or word processed, grammatically correct, neat, and completed on time. These are also the expectations of all work completed during student teaching.

3. **Consideration of colleagues** - as a professional you will be expected to be respectful of your colleagues. This will include allowing everyone to have time to talk and to express his/her opinion during seminar. It also includes not interrupting class or seminar activities by the ringing of cell phones or pagers. Cell phones and pagers should be turned off during the school day and during seminar.
4. **Professional Behavior** – As a teacher candidate, you serve in a school at the pleasure of the school principal. School principals have the authority to cancel student teaching placements of teacher candidates not exhibiting appropriate professional behavior. Removal because of unprofessional behavior may result in termination or extension of the student teaching experience.
5. **Time Commitment**—As a teacher candidate you are required to be at school and follow the same schedule as all teachers. You must attend all extra curricular events required by teachers—open houses, faculty meetings, etc.
6. **Calendar**—You should follow the school calendar for the school you are assigned. When your school is closed, you do not attend. If APSU is closed and your school is open, follow your school’s schedule.
7. **Liability Insurance**—You are required to have comprehensive general liability insurance with minimum limits of not less than \$1,000,000.
8. **Criminal Background Investigation**—Criminal background investigation is required.
9. **Identification Badge**

I. MINIMAL STUDENT REQUIREMENTS

1. Successfully complete the assigned period of student teaching
2. Attain a satisfactory level of competency in the areas listed under “Course Objectives”
3. Participate in evaluative conferences with the mentor teacher and university mentor

Grade of Unsatisfactory (U)

A grade of “unsatisfactory” will be issued if the student teaching experience results in any one of the following outcomes:

1. The mentor teacher does not recommend that the candidate continue in the program, and the university mentor and Coordinator of Clinical Teaching endorse this recommendation.
2. The candidate does not successfully complete the Minimal Student Requirements
3. The candidate’s student teaching experience is terminated by the school and endorsed by the university mentor Coordinator of Clinical Teaching.

J. ILLUSTRATIVE COURSE ACTIVITIES

1. Clinical teaching in selected public schools under the supervision of the mentor teacher and university mentor; overall direction furnished by the university mentor through:
 - a. Classroom visitations and observations
 - b. Individual and group conferences
 - c. Seminars
 - d. Planning sessions with the mentor teacher
2. Preparing long range and daily plans
3. Scheduling and implementing activities
4. Conducting opening exercises
5. Teaching the range of subjects required in the assigned classroom
6. Assessing learning needs
7. Grouping for instruction
8. Structuring subject content and adapting instructional methods to meet the ability levels and other needs of learners
9. Developing learning centers
10. Evaluating student work and keeping records
11. Handling disciplinary problems
12. Supervising playground and other activities
13. Working with faculty members and administrators
14. Communicating with school parents and participating in parent conferences
15. Attending faculty and parent teacher meetings

K. COURSE RESOURCES

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.

L. ACADEMIC AND CLASSROOM 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.

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, etc., please speak with me as soon as possible. You must contact the Office of Disability Services; *telephone* 221-6230; *tty* 221-6278; *fax* 221-7102 to officially request such accommodations/services.