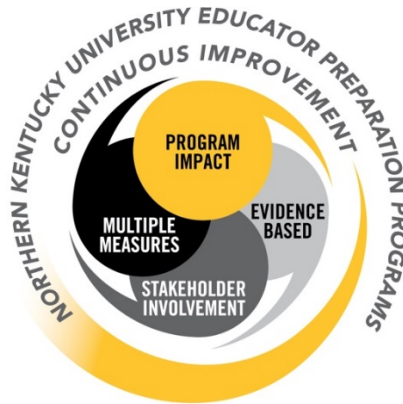

Northern Kentucky University
College of Education and Human Services

EDU 491, 492, 493, 494, 495, 496, 497 - Clinical Experience (12 Credit Hours)
EDMT 696 - Clinical Experience (9 Credit Hours)
Fall 2017



Learn, Lead, Succeed

Mission

The College of Education and Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities.

Vision

The College of Education and Human Services aspires to be known throughout the Commonwealth of Kentucky and region at large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

Kentucky Academic Standards (KAS)

Preparation of Kentucky's students for the demands of the 21st century requires districts and schools to prepare every student for successful transition to be College and Career Ready. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. As education candidates complete and implement projects and assignments throughout their education programs at NKU, they will incorporate the components of the [Kentucky Academic Standards](#).

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Required Textbook and/or Materials:

1. Clinical Experiences Handbook

Course Description:

Classroom experiences through observing, planning, and teaching under supervision of an experienced teacher in two different eight week assignments for all students other than secondary teacher candidates who complete one 16 week assignment.

Student Learning Outcomes, Assessment and Standards Alignment: (This table should demonstrate the alignment between measurable student learning outcomes (SLO) for the course, the specific assignments that will be used to assess these SLOs, and the connection to applicable standards.)

| Student Learning Outcome | Assessment/ Assignments <u>KAS Alignment</u> | <u>Kentucky Teacher Standards</u> | <u>InTASC Standard and Category</u> | Specialized Professional Association (SPA) Standards | <u>KFT Domains</u> |
|--|---|--|--|---|---------------------------|
| Analyze student data to inform instruction | Teacher Work Sample (5.1, 5.3) | 5.2; 5.4 | Instructional Practice | Each program meets their appropriate SPA Standards | 3 |
| Design assessments that appropriately support all students' needs | Teacher Work Sample and observed Lessons (4.5, 5.1) | 4.2; 2.3; 3.3; 2.5 | Instructional Practice | Each program meets their appropriate SPA Standards | 3 |
| Develop and implement a plan for engaging in leadership and collaboration with colleagues | Leadership project (2.37, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1) | 10.2; 10.3; 8.3 | Instructional Practice | Each program meets their appropriate SPA Standards | 4 |
| Shows evidence of professional growth and impact on instruction | Self-Assessment and analysis of TWS data (3.1, 5.3, 6.2) | 9.1;9.2;9.4 | Instructional Practice | Each program meets their appropriate SPA Standards | 3 |
| Designs instructional strategies for multiple levels of learning and meeting diverse needs | Lesson plans and evaluations during observations (3.4, 4.5, 4.6, 5.1, 5.4, 6.1) | 3.3;1.2;1.3; 1.4; 2.2;2.4;4.2;4.5; | Instructional Practice | Each program meets their appropriate SPA Standards | 1 |

| Student Learning Outcome | Assessment/ Assignments <u>KAS Alignment</u> | <u>Kentucky Teacher Standards</u> | <u>InTASC Standard and Category</u> | Specialized Professional Association (SPA) Standards | <u>KFFT Domains</u> |
|---|--|--|--|---|----------------------------|
| Designs accurate lessons in planning and delivery with required elements in sufficient detail | Lesson plans and evaluations during observations (3.3, 3.4, 5.1, 5.2, 5.4, 6.3) | 2.1;4.1 | Instructional Practice | Each program meets their appropriate SPA Standards | 1 |
| Defines roles and shared responsibility in collaborative planning and co-teaching instruction | Follows the stated guidelines of Co-teaching and selection of appropriate strategies for learning targets (4.1, 4.2, 4.3, 4.6, 5.1, 5.2, 6.3) | 8.1; 8.2; 8.4 | Instructional Practice | Each program meets their appropriate SPA Standards | 4 |
| Establishes positive and safe environment for a strong classroom presence | Completes comprehensive assignment and practices procedures of appropriate and respectful behavior respectful behavior (3.6, 4.1, 4.3, 4.4, 4.5, 4.6, 6.2) | 3.1;3.2;3.4; 3.5 | Instructional Practice | Each program meets their appropriate SPA Standards | 2 |
| Shows Evidence of professional growth, impact on student learning and collaboration | Final Reflection (2.37, 3.1, 3.3, 3.4, 3.6, 5.4, 6.1, 6.2, 6.3) | 7.1;7.2;7.3 | Instructional Practice | Each program meets their appropriate SPA Standards | 4 |
| Establishes efficient use of time and materials and communicates clear expectations | Lesson plans and evaluations during observations (2.37, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.4) | 3.1;1.1;1.5;4.3; 4.4; | Instructional Practice | Each program meets their appropriate SPA Standards | 3 |
| Designs instruction using technology | Lesson plans (2.37, 3.3, 4.6, 5.1, 5.2, 5.4, 5.5, 6.1, 6.2, 6.3) | 6.1;6.2;6.3;6.4 | Instructional Practice | Each program meets their appropriate SPA Standards | 3 |

Course Assignments and Grading:

The grading system for Clinical Experiences is on a Pass/Fail basis. All assignments listed on the rubric must be completed on time as specified in the check list below.

Assignments:

Clinical Experience Foliotek Rubric
(EDU 491, 492, 493, 494, 495, 496, 497; EDMT 696)

| Evidence/ Levels | MET | NOT MET |
|--|--|---|
| Updated Philosophy of Education | <ul style="list-style-type: none"> Philosophy of education document has been changed and updated since it was originally submitted during the admissions' semester. | <ul style="list-style-type: none"> No changes have been made to philosophy of education document since it was submitted during the admissions' semester. |
| Updated Resume | <ul style="list-style-type: none"> Up to date- reflects practicum placement for Professional Semester II and Clinical Experiences Follows format Control of surface features Sufficient detail | <ul style="list-style-type: none"> Not up to date- no information on placement for Prof Semester II or clinical experiences Format not followed Errors in surface features Missing most necessary information |
| Source of Evidence: Professional Growth | <ul style="list-style-type: none"> KFFT self-assessment completed and uploaded in Foliotek by due date All sections of Professional Growth Plan completed with strengths, areas for growth, and 3 priority areas identified Professional Growth Plan uploaded in Foliotek by due date | <ul style="list-style-type: none"> KFFT self-assessment not completed by due date Professional Growth Plan missing one or more sections Professional Growth Plan not uploaded in Foliotek by due date |
| Source of Evidence: Teacher Work Sample | <ul style="list-style-type: none"> TWS completed and uploaded in Foliotek TWS submitted on or before the due date All sections of the TWS must be evaluated as "Met" to receive an overall "Met" on the TWS | <ul style="list-style-type: none"> No TWS or missing sections Not completed by due date One or more sections of TWS was not evaluated as "Met" |
| Source of Evidence: Artifacts | <p>Required artifacts include:</p> <ul style="list-style-type: none"> 4 lesson plans, one from each of the 4 observations by your university clinical educator. Each lesson plan should be in KTIP format and include the lesson reflection document. Leadership Project Summary and Analysis Other artifacts may be included, if needed, to support Kentucky Teacher Standards. Your artifacts must demonstrate your best work and should support the learning described in your reflection. Control of surface features | <ul style="list-style-type: none"> Missing any of the required artifacts as described in the MET column Additional artifacts are not appropriate for a given standard Errors in surface features |
| Source of Evidence: Semester Reflection | <p>The reflection should demonstrate your learning and professional growth throughout the semester. It could include knowledge gained through observations from your placement(s), and/or skills developed while teaching or working with students. Your reflection should address the following criteria:</p> | |

| | | |
|---|--|---|
| <p>Source of Evidence: Semester Reflection Continued</p> | <ul style="list-style-type: none"> • Write ONE reflection for the clinical experience. • Describe your professional growth throughout the semester, strengths, weaknesses and plans for future growth (what you learned through observing, teaching, being observed, and collaborating). Support your learning with links to relevant artifacts. • Provide data evidence of your impact on student learning (use data from Teacher Work Sample) • Cite Artifacts in your reflection. • Detailed description of interactions/collaboration with diverse students, including socio-economic, ethnic/racial- minimum of 2 different ethnic or cultural groups other than your own, students with disabilities, and English language learners. • Describe your participation in extended co-teaching experiences with an experienced teacher, reflective self-assessment that informs practice, regular professional conversations with experienced teachers other than your PK-12 clinical educator, participating in regular and extracurricular school activities, participating in professional decision making, and engaging in collegial interaction and peer review with other teacher candidates. • Within the reflection, state which KY Teacher Standard (KTS) each artifact addresses. Keep in mind that an artifact may address more than one standard. You are encouraged to use the wording of the standard in your reflection. • All 10 KTS must be addressed. • Kentucky Teacher Standards listed at end of reflection • Observations linked to KTS • Control of surface features <p>Through your reflection, you want to demonstrate a clear connection between what you have learned, the artifacts you offer as support, and the KY Teacher Standards you address. By the end of clinical experiences, you should demonstrate competence in all ten KY Teacher Standards through the required artifacts.</p> | <ul style="list-style-type: none"> • No reflection • Limited or vague description of professional growth • Impact on student learning vague or missing • Artifacts not cited • No/ little information on interactions/collaborations with diverse students • KY Teacher Standards not addressed • Less than 10 standards addressed • KY Teacher Standards not listed • Observations not linked to KTS • Errors in surface details |
| <p>Time Log</p> | <ul style="list-style-type: none"> • Submission of the Time Log • Documentation of required number of days completed during Clinical Experiences | <ul style="list-style-type: none"> • No time log submitted • Less than required number of days in Clinical Experiences documented |
| <p>*Must receive MET in each section above to have an ACCEPTABLE Foliotek submission</p> | | |

Course Policies and Procedures: See Clinical Experiences Handbook on Canvas

Student Honor Code: The [Undergraduate Student Honor Code](#) [the "Honor Code"] and the [Graduate Student Honor Code](#) are commitments by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

The purpose of the Honor Code is to establish standards of academic conduct for students at Northern Kentucky University and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these rules. Each Northern Kentucky University student is bound by the provisions of the Honor Code and is presumed to be familiar with all of its provisions. Students also should aspire to conduct themselves in a manner that is consistent with the highest degree of ethical integrity in all matters, whether covered in the Honor Code or not. The success of this commitment begins in the diligence with which students uphold the letter and the spirit of the Honor Code.

In addition, students in the education programs must also adhere to the [College of Education and Human Services Code of Ethics](#) and the [Professional Code of Ethics for Kentucky School Certified Personnel](#).

Credit Hour Policy Statement: In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practicum, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a typical student to complete course expectations are as follows:

Clinical Experience:

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practicum, studio work and other academic work leading to the award of credit hours.

Teacher Candidates follow Specific Clinical Experiences Foliotek Rubric and check list guidelines.

Estimates of the time required for a typical student to complete clinical experience course expectations are as follows:

| | |
|---|-----------------------|
| Assigned Clinical Experience Site Expectations inclusive of planning period (40 hrs. per wk. x 16wks.): | = 640 Hours |
| Reflections, TWS, Lessons, Projects (6 hrs. per week x 16 wks.): | = 96 Hours |
| Seminars (7 per sem. x 2.25 hrs. ea.): | = 24 Hours |
| Portfolio: | = 15.75 Hours |
| Total: | = 775.75 Hours |

Student Evaluation of Instructor and Course: Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability. To complete online evaluations go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.

Accommodations Due to Disability: Northern Kentucky University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities: If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Disability Programs and Services Office in SU 303. To receive academic accommodations for this class, please obtain the proper DPS forms and meet with me at the beginning of the semester. More information on Disability Services can be found at <http://disability.nku.edu>.

Bibliography:

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Ebert II, E., Ebert, C., Bently, M. (2011). *The educator's field guide, from organization to assessment*. Corwin.

Johnson, L. (2012). *Teaching outside the box; how to grab your students by their brains, edition 2*. MacMillan.

Kronowitz, E. (2004). *Your first year of teaching and beyond*. Allyn and Bacon.

Nolan, J., Hoover, L. (2004). *Teacher supervision and evaluation*. Pearson.

Pelletier, C. (2000). *Strategies for successful teaching: a comprehensive guide*. Allyn and Bacon.

Rand, M., Shelton-Colangelo, S. (2003). *Voice of student teachers: cases from the field*. Pearson Education.

Ryan, M. (2003). *Ask the teacher: a practitioner's guide to teaching and learning in the diverse classroom*. Longman.

Smith, R. (2004). *Conscious classroom management: unlocking the secrets of great teaching*. Conscious Teaching Publications.

Wong, H., Wong, Rosemary T. (2009). *The first days of school, edition 4*. Harry Wong Publications.

Course Schedule:

See the Checklist below

| Date | Topic | Assignments Due |
|--------------------------------|---|------------------------|
| 08/17/2017 | Pre-Clinical Experience Seminar | Letter Assignment |
| 08/21/2017 | First day of Clinical Experiences | See Checklist Below |
| 08/28/2017 OR 09/11/2017 | Teacher Work Sample Seminar | See Checklist Below |
| 09/25/2017 | Resume & Technology Seminar | See Checklist Below |
| 10/16/2017 | Ethics Seminar | See Checklist Below |
| 10/30/2017 | Certification Seminar | See Checklist Below |
| 11/13/2017 | Principal Panel Seminar | See Checklist Below |
| 12/04/2017 | Teacher Candidate Recognition Ceremony | See Checklist Below |
| 12/15/2017 | Last Day of Clinical Experiences | See Checklist Below |
| | Students will complete all required days as instructional days with their students in attendance. | |

Clinical Experience Teacher Candidate Checklist: 1st 8 Weeks

Teacher Candidate: _____

University Clinical Educator: _____

| Item | Check | Date Completed |
|---|-------|----------------|
| Letter Assignment: Due to UCE at the opening Seminar held in August and January – Handbook, Std. 9.1 or 7.1 (IECE) and TWS Discussion on this day. | | |
| Orientation conducted by UCE with TC & PK-12 CE in 1st week of placement – Discussion of Letter assignment, request for computer usage document signed, full orientation checklist signed, TC self-assessment due (Std. 9.1 and 7.1) Reserve computer lab, for 7 th week, for Student Voice Surveys. | | |
| Four week evaluation by PK-12 CE – Completed on Foliotek no later than Monday of the 5th week. Links will be sent, TC remind PK-12 CE of policy. | | |
| Seminars – August & September, January & February - See Clinical Experience Calendar. | | |
| 1 st Lesson Plan – emailed to UCE 48 hours prior to observation and posted on Foliotek – No exceptions. | | |
| 1 st Observation by UCE – Discuss TWS, gap group, and excel sheet. | | |
| 2 nd Lesson Plan – emailed to UCE 48 hours prior to observation and posted on Foliotek – No exceptions. | | |
| 2 nd Observation by UCE – Updated Resume & Philosophy due and <u>discussion should take place concerning Standard 8.</u> | | |
| Student Voice Surveys conducted in 7th week. | | |
| <p>Full Teacher Work Sample and Standard 8 (#7 for IECE) – due in Foliotek at beginning of the 7th week based on time set by UCE.</p> <p>NO EXCEPTIONS – Refinement must be re-submitted to the UCE by the end of the 7th week.</p> <p>NO TWS hard copies or flash drives allowed for pre-grading – first look by UCE will be attempt #1, refinement will be attempts 2&3. If a 3rd attempt is needed the TC will meet with Director.</p> | | |
| | | |

| Item | Check | Date Completed |
|---|-------|----------------|
| <p>Data Excel Sheet from TWS uploaded on Canvas in the TWS template on or before the end of the 8th week, after UCE has scored TWS as “met”. <u>No transition to 2nd placement until Excel Sheet has been submitted.</u> UCE must report to Director if TWS is not submitted on time.</p> | | |
| <p>TWS Evaluation – completed on Foliotek by UCE – no later than the end of the 8th week. THIS WILL BE THE FINAL ATTEMPT. If the TWS revisions have not been submitted and scored by this date, the <u>TC will be removed from Clinical Experience and scored as “not met”</u>. If the TWS revisions have been submitted and scored by this date but scored as “not met”, the TC will begin new TWS in the 2nd 8 weeks.</p> | | |
| <p>Completed Time Sheet uploaded to Foliotek – appropriate signatures by TC, PK-12 CE, and UCE; no later than Monday of 9th week.</p> | | |
| <p>Disposition & Professional Behaviors – completed in Foliotek by PK-12 CE no later than Monday of 9th week – UCE will notify Director if missing.</p> | | |
| <p>Additional Observations – if needed by UCE.</p> | | |
| <p>If a TC is delinquent in any category at the end of the 8th week, when the 1st 8 week Foliotek report is run, <u>the TC will be removed from the placement until all assignments are completed and the days missed will be made-up at the end of the semester.</u></p> | | |
| | | |

Clinical Experience Teacher Candidate Checklist: 2nd 8 Weeks

Teacher Candidate: _____

University Clinical Educator: _____

| Item | Check | Date Completed |
|--|-------|----------------|
| Orientation (if applicable) conducted by UCE with TC & PK-12 CE in 1 st week of 2 nd placement. Computer Request for computer usage document signed, if placement in a new school. Review with 2 nd PK-12 CE. | | |
| Four week evaluation by PK-12 CE – Completed in Foliotek no later than Monday of the 13th week. Links will be sent, TC remind PK-12 CE of new policy. | | |
| Seminars – October & November, March & April – See Clinical Experience Calendar. | | |
| 3 rd Lesson Plan – emailed to UCE 48 hours prior to observation and posted on Foliotek – No exceptions. | | |
| 3 rd Observation by UCE – Professional Growth Plan Narrative for Std. 9.2 due (Std. 9.2 due for IECE). If a TC must complete a 2 nd TWS, the schedule used in the first 8 weeks checklist will apply. The final score is due Monday of the 15 th week. | | |
| 4 th Lesson Plan – emailed to UCE 48 hours prior to observation and posted on Foliotek – No exceptions. | | |
| 4 th Observation by UCE <u>and PK-12 CE</u> - Leadership Project Std. 10 due. | | |
| Final Reflection in Foliotek due on or before <u>Monday</u> of TC's final week. A copy of any additional days can be placed in Artifacts with an email from the UCE verifying completion of days. | | |
| Completed Time Sheet uploaded to Foliotek – appropriate signatures by TC, PK-12 CE, UCE; no later than Friday of 16th week. | | |
| 2 nd Disposition & Professional Behaviors and Summative Evaluation – completed in Foliotek by PK-12 CE no later than Monday of the 16th week – UCE will notify Director if missing. | | |
| | | |

| Item | Check | Date Completed |
|--|-------|----------------|
| <p>Three surveys sent by Director to TC – completed on or before Wednesday of the 14th week or as instructed. Grades will not be posted without completion of <u>all</u> surveys.</p> | | |
| <p>Two Surveys sent by Director to PK-12 CE & UCE – completed on or before Wednesday of the 14th week.</p> | | |
| <p>Grades will be submitted to Director on or before the Monday following graduation. Director will submit all student grades contingent on UCE'S recommendation, seminar attendance, participation, and other Clinical Experience assignments. – TC's grade will be posted as "I" if grades are not submitted and CPR and Foliotek entries are not completed and scored.</p> | | |
| <p><u>Teacher Candidate's Final Passing Grade will not be posted unless all deadlines have been met on time. A grade of Pass, Fail, or Incomplete will be posted Tuesday by 9 am following graduation.</u></p> | | |
| | | |