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Syllabus: Florida Campus

<p>Course Name- <i>Clinical Practice Seminar</i> Course Number-EDA 407</p>

<p>Instructors of this Course-David R. Riel Office Hours: Contact Information: 859-858-3511 Ext. 2150</p>
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Course Co-requisite: Candidate is Completing EDA 440, Elementary Student Teaching

<p>Text and Required Materials: <i>Student Teacher Handbook</i></p>
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Links to...	Course Description
<p>Department Mission, Theme, and Conceptual Framework</p>	<p>To enable the teacher candidate to facilitate the success of her/his students in the elementary classroom, Clinical Practice Seminar (EDA 407) provides students the opportunities to prepare to observe, to participate, and to teach in classroom activities which will include assessment, counseling, organizing material, and participating in other professional activities.</p>

Summary Standards Addressed in Course:

Florida Educator Accomplished Practice 1 through 12
 Florida Elementary Competencies 60.1 through 60.35
 English for Speakers of Other Languages Performance Standards 1 through 25
 ESOL Competencies 47.1 through 47.11
 Asbury’s Dispositions Standard: Respect/compassion for others; Passion for teaching;
 Personal/emotional wellness & vitality; Moral/ethical integrity, and Spiritual Sensitivity
 and Purpose

Attention to...	Description
Culturally Responsive Instruction	One intention of this course is to continue to train pre-service educators to the richness of valuing and preserving the diversity of our great nation and to address instructional mechanisms to provide for the needs of all students regardless of ability and culture. Throughout this course emphasis is placed on student diversity and multiculturalism.
Technology Integration:	
Professor’s Use	Advanced Word Processing, PowerPoint, Internet, Excel
Candidate’s Use	Technology content influencing schools and the teaching profession are utilized to include: Advanced Word Processing, PowerPoint, Excel, Internet, Smartboard, E-mail conferencing with cooperating classroom teacher, college supervisor, and director of field and clinical experiences.
Dispositional Development	This course will address all five dispositions and include a culminating event as part of the E-portfolio development as a result of a real teaching opportunity during student teaching.
Impact on Learning	
Impact on Candidate Learning	This course (along with EDA 440) is the final on campus preparation stage for certification, licensure and graduation. During this phase of their learning, students are able to prepare to use the knowledge that they have acquired in all other postsecondary classes. This helps to fully prepare them for their upcoming student teaching experience. Biweekly seminars offer candidates additional professional development as needed and opportunities to share with peers and college staff details about their student teaching experiences.
Candidate’s Impact On K-6 Student Learning	During the seminars candidates refine their skills so that they can develop and apply practical and experiential knowledge bases for learners K-grade 6.

Course Objectives and Standards Addressed

1. To familiarize students with the routine tasks and record keeping activities of the classroom teacher including:

- A. Daily attendance and associated records
- B. Cumulative folders
- C. Family Rights and Privacy Act
- D. Emergency medical procedures
- E. Field trips and extra curricular activities
- F. Proper handling of school money (school insurance, pictures, lunch and milk money, fees, etc.)

FEAP: 2, 5, 7, 9, 10, 11, 12;

ESOL Performance Standards 1, 2, 3, 4, 8, 10, 18, 22, 23, 25;

ESOL Competencies 47.1, 2, 3, 10, 11

2. To develop general knowledge and understanding of:

- A. Financial basis for the operation of public schools (minimum foundation programs, property taxes, distribution of funds, compulsory attendance, etc.)
- B. Legal duties of the teacher
- C. Student rights and responsibilities
- D. Multicultural issues (segregation, integration, equity, cultural responsiveness)
- E. Classroom management concerns (guidelines and legal implications for corporal punishment, behavioral modification, class rules, and specific skills for student teachers)
- F. Planning and facilitating learning (lesson plans for the student teacher)
- G. Assessment and evaluation (student assessment and self evaluation)
- H. Dealing with parents - communications & parent / teacher conferences
- I. Organization and administration of public schools
- J. Site-Based Decision Making
- K. Stress Management
- L. First Aid and Safety
- M. Consolidated School Improvement Plans, NCLB, CATS
- N. Certification procedures and college placement services
- O. Multiple Intelligences

FEAP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12;

FEC: 60.1-60.35;

ESOL Performance Standards 1-25;

ESOL Competencies 47.1-47.11

3. To provide an opportunity for cooperating teacher / student teacher conference before the actual beginning date of student teaching.

FEAP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12;

FEC: 60.1-60.35;

ESOL Performance Standards 1-25;

ESOL Competencies 47.1-47.11

4. To provide a format for attendance and critique of site base council, faculty, and school board meetings during student teaching

FEAP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12;

FEC: 60.1-60.35;

ESOL Performance Standards 1-25;

ESOL Competencies 47.1-47.11

5. Overview of the student teaching record keeping requirements including:
(See Student Teacher Handbook)

- A. Personal Data Sheet (Form 2B)

- B. Student Teaching Activities (Form 2F)

- C. Time Record Sheets (Form 2G)

- D. Student Teacher Schedule (Form 2H)

- E. Student Teacher Conference Report (Form 2I)

- F. Student Teacher Evaluation Guide (Form 2L)

- G. Professional Data Sheet

- H. Recommendation Forms (Form 2M)

- I. Evaluation Forms (Form 2N & 2P)

FEAP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12;

FEC: 60.1-60.35;

ESOL Performance Standards 1-25;

ESOL Competencies 47.1-47.11

6. To serve as an initial check point for the Senior E-Portfolio and preparation for Gate 4, Exit Interview.

FEAP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12;

FEC: 60.1-60.35;

ESOL Performance Standards 1-25;

ESOL Competencies 47.1-47.11

7. To provide a format for structured meetings between the student teacher and the college supervisor. The college supervisor will meet with the student teacher prior to the beginning of public school participation. In addition the college supervisors will be present at the scheduled seminars after public school participation begins.

FEAP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12;
FEC: 60.1-60.35;
ESOL Performance Standards 1-25;
ESOL Competencies 47.1-47.11

Instructional Strategies Used in this Course

Cooperative Learning
Direct Instruction
Individual, Small, and Large Group Instruction
One on One Interaction
Instructor Modeling
Lecture
Preparation for Teaching Multiple Lessons in the Clinical Setting
Preparation for Teacher Work Samples
Reinforcement Provided by 7 Biweekly After School Seminars

Course Topics

Student-Teacher Handbook
Legal Issues/Liability
Student Rights
Discipline/Classroom Management
School Improvement Plans
Site Based Decision Making
NCLB/Title I
Teaching/Lesson Plans/Assessment/Work Samples
Working with Parents
Special Education
Multiculturalism/Diversity/ESOL
First Aid
School Safety
School Finance
School Forms/Routine Paperwork/Building Procedures
Certification
E-Portfolios – Gate 4
Multiple Intelligences
Stress

<p>Attendance Statement-This course requires Attendance at all class sessions. Roll is taken every day and the student is accountable for class participation, lecture content, and other class work. Students are responsible for any work or material missed due to absence, whatever the reason.</p>
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Graded work cannot be made up unless the absence is properly excused.

Academic Integrity Statement-Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are a serious issue. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments in the name of peer review or "borrow" sections or whole assignments written by others. We do get ideas from life experiences and what we read, but be careful that you interpret these ideas and make them your own. I am aware that many types of assignments are available on the internet and will check these sources when there is legitimate suspicion. Penalty is a zero on the assignment. In cases where there is a major or continuous breach or trust, further discipline, such as an "F" in the course, may be necessary. The major consequence of any form of cheating is damage to your character and the lack of trust and respect that result. Remember, in the teacher education program and on job recommendations we are asked to rate your character and integrity. A paper, project, lesson plan, unit plan, or assignment can be used as an evidence in your portfolio to support a Florida Educator Accomplished Practice.

COURSE REQUIREMENTS AND GRADING

1. Successful completion of this course necessitates:
 - A. attendance at all sessions and active participation in the discussions and presentations.
 - B. attendance at all 7 biweekly after school seminars during the semester.

FEAP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12;

FEC: 60.1-60.35;

ESOL Performance Standards 1-25;

ESOL Competencies 47.1-47.11

Grading

There will be two exams (pre and post tests) given during the instructional time and immediately before students enter the public school classroom. The exams will be focused on application of the material that has been presented. The exams will emphasize conditional knowledge as it relates to our conceptual framework and be composed of open-ended response questions and various types of simple recall questions. A student must receive a score of 85% or above to proceed to the student teaching portion of their education.

EDA 407, Clinical Practice Seminar: *ESOL Infusion Syllabus Addendum*

ESOL Performance Standard Addressed	Related Course Objective	Related Readings, Class Activities, and Assignments	Related Assessments (i.e., entrance/exit slips or artifacts/products) that Demonstrate Mastery of ESOL Performance Standards & Indicators
1, 2, 3, 4, 8, 10, 18, 22, 23, 25	1	A. Daily attendance and associated records B. Cumulative folders C. Family Rights and Privacy Act D. Emergency medical procedures	
1-25	2-7	ESOL Standards and Competencies are infused into every aspect of preparing students for student teaching.	Preparation for: <ul style="list-style-type: none"> • Formative Assessments-Observations by college supervisor, biweekly student teacher conference reports, and conferences with the college supervisor following observations • Summative Assessments-Student teacher final evaluation completed by the cooperating teacher • Gate 4 Program Exit-Portfolio review and

			formal interview
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Bibliography

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