

**NORTHEASTERN STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Foundation & Leadership
<http://arapaho.nsuok.edu/collegeofed/>
TAHLEQUAH, BROKEN ARROW, and MUSKOGEE CAMPUSES**

**EDUCATION 4252, 4054, 4066
CLINICAL EXPERIENCE/ FALL 2008**

INSTRUCTOR

Dr. Vanessa Anton

Office: Jack Dobbins Field House, Room 109

Telephone: 918-444-3929 OR 918-207-9122

E-mail: anton@nsuok.edu

Web page: <http://arapaho.nsuok.edu/~anton>

COURSE NUMBER(S) AND TITLE(S):

FALL 2008, Monday, Tuesday, Wednesday, Thursday, & Friday. Variable schedules and sites.

Teacher Candidates (Full Interns) are responsible for enrolling in the following 12 credit hour blocks:

EDUC 4054	Elementary Intern Teaching
EDUC 4066	Secondary Intern Teaching
EDUC 4252	Seminar

PREREQUISITES:

The following requirement must be completed before the student will be eligible to enroll and participate in the Full Internship Program:

1. Fully admitted to Teacher Education
2. Completion of a minimum of 90 semester hours
3. Overall graduation/retention grade point average of 2.50
4. Graduation/retention grade point average of 2.50 in major field of study
5. Graduation/retention grade point average of 2.50 in professional education courses
6. Satisfactory completion of the following professional education courses:

EDUC 3313	Clinical Teaching & Pre-Internship I
EDUC 3113	Educational Psychology
EDUC 4032	Pre-Internship II
SPED 4423	Education of the Exceptional Child
EDUC 4823	Technology in Education
-and-	

Education Methods (as applicable):

ECED 4513 Organization of Early Childhood Programs
ELED 4563 Management of the Elementary Classroom and Curriculum
EDUC 4353 Teaching Methods and Practices (secondary majors only)
(The TC's should be finished with all coursework, however, in special situations may take one class as long as it does not interfere with daily intern teaching.)

7. No grade lower than a C in any professional education course or area of specialization
8. Application must be on file in the Clinical Education Office
9. Approval by the major academic college or department
10. Satisfactory completion of Full Internship Placement Interview

CATALOG DESCRIPTION OF COURSE(S):

EDUC 4050 Elementary Intern Teaching (5-10 hours)

Elementary Intern Teaching includes a complete semester of full-time internship teaching in the school to which the Teacher Candidate is assigned. Teacher Candidates must be accepted by the participating schools. Application is made at least one semester prior to the time the student wishes internship placement. Prerequisites must be met.

EDUC 4060 Secondary Intern Teaching (5-10 hours)

Secondary Intern Teaching includes a complete semester of full-time internship teaching in the school to which the Teacher Candidate is assigned. Teacher Candidates must be accepted by participating schools. Application is made at least one semester prior to the time the student wishes internship placement. Prerequisites must be met.

EDUC 4252 Seminar (2 hours)

Seminar connecting theory with practice taken concurrently with the Full Internship Program. Focuses are on the Conceptual Framework: (1) Teaching Scholars, (2) Education Leaders, and (3) Developers of Human Potential.

KNOWLEDGE BASE:

The Northeastern State University Teacher Education Program is based on specific philosophical assumptions about teaching, learning, and schooling that underlie all basic programs which prepare professional educators to work in public or private school settings. The philosophical assumptions are stated in terms of the responsibilities and obligations of professional educators as stated in the Conceptual Framework of the program. It is assumed that it is the responsibility of professional educators to:

1. Develop critical thinking and learning skills in their students through the use of appropriate pedagogical strategies and reflective thinking;
2. Serve all students under their charge, regardless of ability, with a sense of efficacy;
3. Instill self-respect, dignity, and respect for others in their students;
4. Be sensitive to and develop the ability to capitalize on the learning strengths of individuals who reflect a diversity of cultural backgrounds, abilities, and talents; and
5. Know, understand, and communicate the content of the specialty area(s) in which they are teaching.

CONCEPTUAL FRAMEWORK:

The Department of Educational Foundation & Leadership at Northeastern State University prepares professional educators to be **teaching scholars, educational leaders, and developers of human potential.**

This concept is implemented by a curriculum based upon the following:

EDUCATORS AS TEACHING SCHOLARS

Teaching scholars read widely and think deeply about subject matter, teaching, and research. They reflect critically on their own beliefs and their classroom practice in order to make pedagogical improvements. Teaching scholars use appropriate communication skills, they know how to facilitate authentic learning, and they encourage P-12 students to be critical, creative thinkers, with the ability to be lifelong learners.

EDUCATORS AS EDUCATIONAL LEADERS

Educational leaders believe that all P-12 students are capable of learning and of making educational progress. Educational leaders serve as advocates for children/adolescents and families, they understand the political nature of teaching, and they are able to inspire and motivate others by modeling effective communications skills, professional demeanor and attitudes.

EDUCATORS AS DEVELOPERS OF HUMAN POTENTIAL

Educators who are developers of human potential are committed to the philosophical position that the development of human potential is their fundamental task.

MAJOR GOALS:

The goals of the Full Internship curriculum are related to the Conceptual Framework of the Northeastern State University teacher education program and to the Oklahoma State Department of Education General Competencies for Licensure and Certification. The goals of the program are to prepare Teacher Candidates to:

1. Apply concepts and methods of inquiry in creating meaningful learning experiences in the subject matter discipline she/he teaches.
2. Understand how students learn and develop intellectually, socially, and physically at all grade levels.
3. Develop skills in creating classroom environments which are adaptable to multicultural diversity and individual learning styles among students.
4. Make sound decisions and apply skills in developing instructional plans based upon the Oklahoma State Department of Education core curriculum and Priority Academic Student Skills (PASS).
5. Gain experience in utilizing a variety of instructional strategies and resources, including technology, to facilitate an awareness of global perspectives.
6. Understand the process of curriculum integration to reinforce learning, reflective thinking, performance skills, and problem solving.
7. Practice group learning and other strategies that encourage positive social interaction, self-motivation, active learning, individual accountability, and opportunities for student success.

8. Utilize effective communication techniques, including electronic technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.
9. Plan instruction based upon curricula goals and knowledge of the teaching/learning process, subject matter, students' abilities and individual learning strengths, reflection, and assessment.
10. Understand and use a variety of assessment strategies to collect data for evaluation and modification of the teaching/learning process ensuring continuous growth.
11. Evaluate the effects of his/her choices and actions on others, to modify actions when needed, and to actively seek opportunities for continued professional growth.
12. Foster positive interaction with students, parent/guardians, professional colleagues, and others in the learning community and to actively engage them in support of students' learning and well-being.
13. Understand the importance of applying career awareness concepts to the academic curriculum for assisting students.
14. Understand the process of lifelong learning, the concept of making learning enjoyable, and the importance of adaptability to change to achieve greater student learning and development.
15. Understand the basic legal aspects of teaching, the rights of students, parent, and families, and the legal rights and responsibilities of the teacher.
16. Understand the formal teacher evaluation process, the Oklahoma State Department of Education Minimum Criteria for Effective Teaching Performance, and how to incorporate the criteria in designing instructional strategies.

EXPECTED COURSE(S) OUTCOMES AND OBJECTIVES:

The expected course outcomes were developed using an integrated approach to goal achievement. Upon completion of the Full Internship Program, the student will have competencies to:

1. Write an essay on the characteristics of effective teachers and teaching.
2. Create a classroom environment and instructional plans adaptable to multicultural diversity and individual learning styles among students.
3. Develop effective teaching plans based upon the Oklahoma State Department of Education core curriculum and the Priority Academic Student Skills (PASS).
4. Apply a variety of instructional strategies and resources, including technology, to facilitate student awareness of global perspectives.
5. Demonstrate an understanding of curriculum integration to reinforce learning, reflective thinking, performance skills, and problem solving.
6. Demonstrate an understanding of group learning and other strategies that promote positive social interaction, self-motivation, active learning, individual accountability, and student success.
7. Use effective communication tools and techniques, including electronic technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. Develop and implement a classroom management plan, including long-term/short-term planning, non-instructional routine, discipline, and the learning environment, consistent with the Teacher Management Indicators in the Oklahoma State Department of Education Minimum Criteria for Effective Teaching.
9. Develop and implement a unit and lesson plans for effective teaching consistent with the Teacher Instructional Indicators in the Oklahoma State Department of Education Minimum Criteria of Effective Teaching.
10. Develop and implement assessment strategies for evaluation consistent with the Teacher Product Indicators in the Oklahoma State Department of Education Minimum Criteria for Effective Teaching.

11. Foster positive interaction with students, parent/guardians, colleagues, and other in the learning community and understand the applications of reflective thinking to the teaching process.
12. Demonstrate an understanding of the process of lifelong learning, apply career awareness concepts, when appropriate, to the academic curriculum for assisting students, and practice positive role modeling.
13. Demonstrate an understanding of the basic legal aspects of teaching, the rights of student, parents, and families, and the legal rights and responsibilities of the teacher.

FIELD-BASED EXPERIENCES COMPONENT:

All teacher education majors are required to participate in three field-based experiences:

(1) Pre-Internship I—the field experience for EDUC 3313, Clinical Teaching; (2) Pre-Internship II, 4032—normally taken concurrently with teaching methods courses; and (3) the Full Internship Program, the capstone experience completed before graduation. The Full Internship Program requires enrollment in a 12 credit hour block of courses, 10 of which are completed in the field under the close supervision of the Clinical Faculty. The clinical practice component enrollment includes: EDUC 4052, seminar, 4054 and 4056, elementary enrollment and 4064 and 4066 for secondary majors. K-12 majors enroll in 4054 and 4056.

The clinical practice includes:

1. A minimum 80 day intern teaching placement in an accredited school setting.
2. Assignment of an experienced teacher who will be Clinical Faculty (mentor) for the intern in effective teaching, classroom management, and professional development processes.
3. Concurrent enrollment in EDUC 4252, a seminar course for which the Teacher Candidates return to campus seven times for instruction, feedback, presentations by master teachers, career advisement, supervision of portfolio development, and contact with university coordinators.
4. One or more site visit(s) by the university coordinator for classroom observation and consultation with the Teacher Candidate, the Clinical Faculty, and the principal regarding the internship.

MULTICULTURAL DIVERSITY AND GLOBAL AWARENESS COMPONENT:

One of the goals of education is to provide equitable opportunities for all students to learn. Multicultural education and global awareness are based upon democratic values and beliefs. To foster understanding of cultural pluralism and global interdependence, the Full Internship Program includes goals and outcomes which focus upon Multicultural Diversity and Global Perspectives in American society and their relations to schooling. Clinical practice placements are planned to include diverse experiences such as large and small school setting, Urban and rural setting, socio-economic diversity, and intern teaching in classrooms with multicultural diversity. The field observation report requires the Teacher Candidate to observe the learning characteristics of a student whose culture is different than his/her own. In addition, expected intern outcomes regarding instructional plans, classroom management, teaching strategies, communication, and technology resources address multicultural issues and global perspectives.

INSTRUCTIONAL MATERIALS:

A Full Internship Program packet is available at the NSU Bookstore. Evaluation forms which must be scanned for results will be given to clinical faculty at the Clinical Faculty Training Workshops and/or to candidates at a seminar.

INSTRUCTIONAL PROCEDURES:

1. After notification of internship assignment, the Teacher Candidate should contact the Clinical Faculty member and/or the principal to confirm the placement and to make arrangements for initial meeting.
2. Read the information on the website and share the information and forms, including seminar schedules, with the Clinical Faculty and the principal.
3. Attend seminar #1 (orientation) EDUC 4252, the semester prior to Full Internship Program; attend seven Seminars during the full-internship semester.
4. Keep accurate Clinical Experience Activity Records for the First 8 weeks and the second 8 weeks; notify the school if your will be absent or tardy.
5. Abide by the professional daily schedule, school-year calendar, and policies of the host school; daily arrival and departure times are the same as for the Clinical Faculty.
6. Participate in daily classroom activities and in extra-curricular and co-curricular activities as appropriate; participate in professional development workshops, teacher work days, parent-teacher conference, and other similar activities.
7. Complete all written assignments required for the Full Internship Program and those assigned by the university coordinator.
8. Participate in the host classroom with the Clinical Faculty, sharing in the planning, teaching, assessment, evaluation, and classroom management as appropriate.

STUDENT PERFORMANCE ACTIVITIES:

Teacher Candidate performance activities will include assignment by the Clinical Faculty and by the university coordinator to meet the expected internship outcomes. Each Teacher Candidate will be required to:

1. Submit the Observation Report, a reflection activity.
2. Develop a Learning Project (See assignment and rubrics on my web page at <http://arapaho.nsuok.edu/~anton>)
3. Submit a Portfolio including professional data and artifacts reflecting teaching competencies and accomplishments.
4. Complete a minimum of 80 days of internship.
5. Submit all other required documentation by the due dates.

TIMETABLE FOR COMPLETING ASSIGNMENTS AND ACHIEVING LEARNING OUTCOMES:

Timetable can be found in the Full Internship Program Packet.

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOME:

The evaluation of Teacher Candidate's achievement and learning outcomes for EDUC 4252, will be a letter grade based upon satisfactory completion of the course requirements. All other courses in the intern teaching block (10 credit hours) will be evaluated by the university coordinator with recommendations by the Clinical Faculty teacher. The Pass or Fail grade will be based upon attendance, observation, written assessments and lesson presentations evaluated by both the clinical faculty and university coordinator. The unit plan and lesson plan will be evaluated using the rubric found in the Full Internship Program Packet.

PORTFOLIO ASSIGNMENT:The portfolio will include professional data and artifacts reflecting

teaching competencies and accomplishments of the Teacher Candidate. Artifacts will be selected from assignments developed and compiled throughout the teacher preparation experience. The Portfolio will be reviewed at the Checkpoint #3.

STUDENT EVALUATION OF THE COURSE AND INSTRUCTORS:

Each semester a systemic random sample of Teacher Candidates is invited to complete survey questionnaires on the NSU Teacher Education Program. A second systematic random sample is invited to complete survey questionnaires on the Intern Seminars. Both surveys include evaluative items regarding University coordinators and Clinical Faculty. The College of Education is also responsible for coordinators evaluation data from current semester Clinical Faculty teachers.

STUDENTS WITH DISABILITIES:

If any Teacher Candidate feels that he/she has a disability and needs special accommodations, please advise the Clinical Education Director and/or University coordinators.

INCLEMENT WEATHER/DISASTER POLICY:

The following are basic premises for the inclement weather policy at NSU:

1. Classes are expected to be held if at all possible.
2. It is the Teacher Candidate's responsibility to receive the information when weather is questionable.
3. Neither Teacher Candidates nor Faculty are expected to risk life or limb.
4. Faculty members are obligated to hold classes if the University is not closed, unless the faculty member is unable to get to campus.

Policy: During times of inclement weather, decisions concerning day classes will be made by 6:00 a.m. in order for the media to be notified and for students to receive the announcement before they leave home. Decisions concerning night classes will be made by 3:00 p.m.

The following media will be notified regarding closing of the campus:

Radio Stations:

KRMG 740	AM	Tulsa
KAYI 107	FM	Tulsa
KTLQ 1350	AM	Tahlequah
KEOK 102	FM	Tahlequah
KBIX 1490	AM	Muskogee
KMMY 97	FM	Muskogee
KVOO 1170	AM	Tulsa

Televisions Stations:

KJRH Channel 2	Tulsa
KOTV Channel 6	Tulsa
KTUL Channel 8	Tulsa
KFSM Channel 5	Fort Smith
Cable Channel 96	Tahlequah

The automated attendant message on 918-456-5511 will be modified to include information concerning campus operations during inclement weather.