

**NORTHEASTERN STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Teacher Education / Clinical Education
<http://academics.nsuok.edu/education>
TAHLEQUAH, BROKEN ARROW, and MUSKOGEE CAMPUSES
EDUCATION 4044, 4054, 4064, 4074, 4252, and 4172
CLINICAL EXPERIENCE FALL 2019**

INSTRUCTORS

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COURSE NUMBER(S) AND TITLE(S):

Monday, Tuesday, Wednesday, Thursday, & Friday; variable schedules specific to school sites.

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

Early Childhood or Elementary Education Majors

EDUC 4044 Elementary Intern Teaching
EDUC 4054 Elementary Intern Teaching
EDUC 4172 Assessment & Evaluation
EDUC 4252 Seminar

Secondary Education Majors

EDUC 4064 Secondary Intern Teaching
EDUC 4074 Secondary Intern Teaching
EDUC 4172 Assessment & Evaluation
EDUC 4252 Seminar

Art Education, Modern Language Education (Cherokee or Spanish), Music Education, Health & Physical Education, and Special Education Majors (K-12 certification areas)

EDUC 4054 Elementary Intern Teaching
EDUC 4074 Secondary Intern Teaching
EDUC 4172 Assessment & Evaluation
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 109 semesters hours
3. GPA requirements of 2.50 must be met for all majors in three areas: overall, major field of study, and professional education core. The exception is that Early Childhood, Elementary, and Special Education majors must meet the GPA of 2.75 in these three areas
4. No grade lower than “C” in any professional education course or area of specialization
5. Full Internship application on file in the Clinical Education Office
6. Approval by the major academic college or department
7. Satisfactory completion of Full Internship Placement Interview
8. Satisfactory completion (C or better) of the following professional education courses:

EDUC 3313	Clinical Teaching & Pre-Internship I
EDUC 3113	Educational Psychology
EDUC 4032	Pre-Internship II
SPED 4433	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	Secondary Teaching Methods and Practices

CATALOG DESCRIPTION OF COURSE(S):

EDUC 4044 / 4054 – Elementary Intern Teaching (Full Internship Program)

4 Hours: Elementary Intern Teaching includes a complete semester of full-time intern teaching in the school to which the teacher candidate is assigned and accepted by the participating school. Teacher candidates shall be required to utilize instructional skills, demonstrate an understanding of human behavior and reflect a general fitness for the role of the professional teacher. Application to intern teaching is made through written application at least one semester in advance of the time the student wishes his/her internship. Prerequisite: Before enrollment, the candidate must have 1) Established 90 hours of college credit with a grade point average (GPA) of 2.50 (2.75 for Early Childhood Education, Elementary Education, and Special Education majors) or better overall, in the major field and in the professional core; 2) Credit in EDUC 3113, EDUC 3313, EDUC 4032, EDUC 4823, SPED 4433, and appropriate courses in methods of teaching; 3) Must have a passing score on appropriate Oklahoma Subject Area Test (OSAT) for candidate’s specific major; 4) Been recommended by the staff of his/her academic major field; 5) Must be admitted to teacher education. Full Internship is not offered during the summer sessions.

EDUC 4064 / 4074 – Secondary Intern Teaching (Full Internship Program)

4 Hours: Secondary Intern Teaching includes a complete semester of full-time intern teaching in the school to which the teacher candidate is assigned and accepted by the participating school. Teacher candidates shall be required to utilize instructional skills, demonstrate an understanding of human behavior and reflect a general fitness for the role of the professional teacher. Application to intern teaching is made through written application at least one semester in advance of the time the student wishes his/her internship. Prerequisite: Before enrollment, the candidate must have: 1) Established 90 hours of college credit with a

grade point average (GPA) of 2.50 (2.75 for Early Childhood Education, Elementary Education, and Special Education majors) or better overall, in the major field and in the professional core; 2) Credit in EDUC 3113, EDUC 3313, EDUC 4032, EDUC 4823, SPED 4433, and appropriate courses in methods of teaching; 3) Must have a passing score on appropriate Oklahoma Subject Area Test (OSAT) for candidate's specific major; 4) Been recommended by the staff of his/her academic major field; 5) Must be admitted to teacher education. Full Internship is not offered during the summer sessions.

EDUC 4172 Assessment and Evaluation

2 Hours: This course focuses on the design, administration, and evaluation of educational assessment procedures and instruments to determine the impact of instruction on student learning. Examining both informal and formal processes, the course emphasizes the use of data analysis to meet the needs of diverse learners. Concurrent enrollment with Intern Teaching required.

EDUC 4252 Seminar

2 Hours: The seminar course connects theory with practice and is 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.

TEACH ACT:

In accordance with the TEACH Act of 2002, you are advised that instructional material included in this course may be subject to copyright protection. As such, you must not share, duplicate, transmit, or store the material of this course beyond the purpose and time frame explicitly stated in the syllabus of your course. If you are not certain whether a particular piece of material is covered by copyright protection, you should contact your instructor and obtain her/his written clarification. Failing to observe copyright protection is a violation of law and the student code of conduct.

DIVERSITY STATEMENT:

One of the goals of education is to provide an equal opportunity for all students to learn. Diversity and global education is an approach to teaching and learning based upon democratic values and beliefs. This approach strives to ensure a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, language backgrounds, economic classes, and ability statuses. As such, students are encouraged to use language, communications, and basic interaction techniques that are respectful, inclusive, representative, and culturally appropriate. Faculty will strive to establish classes, coursework, and activities that respect the diverse backgrounds of participants.

ACADEMIC MISCONDUCT:

Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the University and therefore is unacceptable and prohibited. Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head/college dean, Vice President for Academic Affairs or administrative supervisor.

Students violating the standards of academic honesty are subject to disciplinary action including reduction of a grade(s) in a specific course, assignment, paper, or project; a formal or informal reprimand at the professorial, dean, or academic vice president level; expulsion from the class in which the violation occurred; expulsion from a program; or expulsion from the university.

ADA COMPLIANCE:

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the University's Office of Student Affairs to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at the first class attended.

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 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 communication skills, professional demeanor, and professional 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 (HB 1549 July 1997). 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 current Oklahoma State Department of Education Oklahoma Academic Standards (OAS).
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 Teacher & Leader Effectiveness (TLE) Observation & Evaluation System, 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 be competent to:

1. Create a classroom environment and an instructional plan adaptable to multicultural diversity and individual learning styles among students.
2. Develop effective teaching plans based upon the Oklahoma State Department of Education Oklahoma Academic Standards (OAS).
3. Apply a variety of instructional strategies and resources, including technology, to facilitate student awareness of global perspectives.
4. Demonstrate an understanding of curriculum integration to reinforce learning, reflective thinking, performance skills, and problem solving.
5. Demonstrate an understanding of group learning and other strategies that promote positive social interaction, self-motivation, active learning, individual accountability, and student success.
6. Use effective communication tools and techniques, including electronic technology, to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Implement a classroom management plan, including long-term/short-term planning, non-instructional routine, discipline, and the learning environment, consistent with the Oklahoma State Department of Education Oklahoma Academic Standards (OAS).
8. Develop and implement a unit of instruction incorporating lesson plans for effective teaching consistent with the Oklahoma State Department of Education Oklahoma Academic Standards (OAS).
9. Develop and implement assessment strategies for evaluation consistent with the Oklahoma State Department of Education Oklahoma Academic Standards (OAS).
10. 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.
11. 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.
12. 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, EDUC 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 and university coordinator. The clinical practice component enrollment includes: EDUC 4172 Assessment and Evaluation, EDUC 4252 seminar, EDUC 4044 and EDUC 4054 elementary enrollment and EDUC 4064 and EDUC 4074 for secondary majors. K-12 majors enroll in EDUC 4054 and EDUC 4074.

The clinical practice includes:

1. A minimum 80 day (560 instructional clock hours) 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 (inclusive of one orientation seminar the semester prior to full internship) for instruction, feedback, presentations by master teachers, career advisement, supervision of ePortfolio development, and contact with university coordinators.

4. Two or more site visit(s) by the university coordinator for classroom observation and consultation with the Teacher Candidate, Clinical Faculty, and 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 based on five (5) categories; ethnicity, free reduced lunch, mobility, special education, English Language Learners (ELL). 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, examples of all evaluations, timelines, and list of expectations are available on-line at <https://academics.nsuok.edu/teachereducation/Internships/Full-Internship>. Additional field experience information will be shared with clinical faculty at the Clinical Faculty Training Workshops at the beginning of each fall/spring semester.

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 Orientation Seminar (EDUC 4252), the semester prior to Full Internship Program; attend five 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 you 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 conferences, 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. Teacher Candidates are required to:

1. Submit for assessment Lesson Observation Reports to Clinical Faculty, University Coordinator, and peer.
2. Develop a Learning Project (unit plan) following specific requirements:
 - a. With the approval of the Clinical Faculty member, teach the unit of instruction.
 - b. Write a reflection statement regarding the outcomes.
3. Submit via ePortfolio the Learning Project including professional data and artifacts reflecting teaching competencies and accomplishments.
4. Complete a minimum of 80 days (560 instructional clock hours) 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 4172 will be a letter grade based upon satisfactory completion of the Learning Project via ePortfolio assessment. EDUC 4252 will be a letter grade based on mid-term and final evaluations, observation of lesson presentations evaluated by both the clinical faculty and university coordinator. All other courses in the intern teaching block (8 credit hours) will be a Pass or Fail grade evaluated by the university coordinator with recommendations by the Clinical Faculty teacher. The Pass or Fail grade will be based upon attendance, and additional non-grade assignments (see grading rubric).

ePORTFOLIO ASSIGNMENT:

The ePortfolio assignment is the Learning Project which when complete will satisfy competencies 6 & 7. Components of the Learning Project are: contextual factors, learning goals, assessment plan, design for instruction, instructional decision-making, analysis of student learning, and reflection/self-evaluation exhibiting teaching competencies and accomplishments of the Teacher Candidate. The Learning Project will be developed, compiled, and analyzed for review as part of checkpoint #3 during the full internship semester and will also be presented (taught) during the internship semester (see grading rubric).

STUDENT EVALUATION OF THE COURSE AND INSTRUCTORS:

Each semester Teacher Candidates will complete the following: Unit Operations Assessment and Diversity Preparedness questionnaires regarding NSU's Teacher Education Program, survey questionnaires evaluating their NSU Coordinator and assigned Clinical Faculty.

STUDENTS WITH DISABILITIES:

If any Teacher Candidate believes that he/she has a disability and needs special accommodations, they should advise the Clinical Education Director and/or University coordinator.

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.

GRADING RUBRIC FOR FULL INTERNSHIP EDUC 4044, 4054, 4064, 4074, 4172, and 4252

Teacher Candidate: _____ Date: _____ Final Grade: _____

SEMINAR ATTENDANCE

If a teacher candidate is late for any seminar session (a.m. or p.m.), up to 4% will be deducted from their final grade (i.e. 2% a.m. and/or 2% p.m.). If a teacher candidate is absent from any seminar session, up to 8% will be deducted from the final grade (i.e. 4% a.m. and/or 4% p.m.). In the event of an excused seminar absence, see your University Coordinator for an alternative assignment. *Assignments turned in late are subject to receiving up to 50% deduction of total points possible.*

Assignments	Seminar Due	Chalk & Wire Averaged Final Score	Percent Deducted From Final Grade If Late
EDUC 4172: Learning Project			
Contextual Factors	1	4	Up to 50%
Learning Goals	2	4	Up to 50%
Assessment Plan	2	4	Up to 50%
Design for Instruction	3	4	Up to 50%
Instructional Decision-Making	3	4	Up to 50%
Analysis of Student Learning	4	4	Up to 50%
Reflection / Self – Evaluation	4	4	Up to 50%
TOTAL POINTS		28	
EDUC 4252: Seminar			
Clinical Faculty Observation #1 (1 st 8 weeks)	3	4	Up to 50%
Internship Evaluation – Midterm	3	4	Up to 50%
Clinical Faculty Observation #2 (2 nd 8 weeks)	5	4	Up to 50%
Internship Evaluation – Final	5	4	Up to 50%
Coordinator Observation (1 ST 8 wks & 2 nd 8 wks)	5	8	
Seminar Attendance			See above explanation
TOTAL POINTS		24	
EDUC 4044, 4054, 4064, &/OR 4074			
Professional Habits Inventory – 4 week	2		2% from EDUC 4252
Professional Habits Inventory – 12 week	4		2% from EDUC 4252
Peer Observation of Lesson	4		
Field Activity Record(s)	5		

EDUC 4172 GRADING SCALE

28.00 – 23.80 = A
 23.79 – 19.60 = B
 19.59 – 16.80 = C

EDUC 4252 GRADING SCALE

24.00 – 20.40 = A
 20.39 – 16.80 = B
 15.79 – 14.40 = C
 Seminar Attendance will impact this seminar grade as well as remitting late PHI documents.

EDUC 4044, 4054, 4064, 4074 GRADING SCALE

Pass / Fail: Items not submitted timely may result in receiving a failing grade.