



Overview

Course Prefix, Course Number, Title: ED321L-15901 Clinical IV
Credits: .5

Semester/Year: 2022 Fall

Campus Connection Course Dates: 08/22/2022 - 12/16/2022

Mode of Delivery: On Campus Face to Face

Instructor Information

Dr. Lisa Borden-King

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Office Location: Swain 218

Office Hours: Email for virtual appointments!

Karen Foley

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Office Hours: Monday & Wednesday 12-2, Tuesday 11-1 and Friday 9-12

Phone: 701-858-3150

Course Details

Catalog Description: This mid-level clinical experience provides students in Teacher Education with an extended experience in school working on academic interventions with small groups of students.

Placement Policies: none

Required Course Materials

Students who take clinical classes are required to purchase a software program called Tk20 (the name for this will be changing during this year to Student Language and Licensure). The fee for this purchase will be assessed on your student account when you enroll in ED 282L OR it was already assessed when you were in ED 260L. Access to the program (both TK20 and the upcoming SLL) will remain active throughout your program at MSU. This system is used for placements and assignments/assessments for the clinical portion of courses.

When you enroll in ED 260L (the first clinical in the professional education sequence), you gain access to TK20, the system we use for placements and assessment. You will need to be able to access TK20 for this clinical so please let the instructor know if you are not able to do so.

Student Learning Outcomes

- SLO 1.2 The teacher candidate responds respectfully to developmental needs in the design and implementation of appropriate and challenging learning experiences.
- SLO 2.2 The teacher candidate uses understanding of learners' commonalities and individual differences to design inclusive learning experiences that empower success.
- SLO 3.2 The teacher candidate manages the learning environment to engage learners actively in individual and collaborative learning.
- SLO 4.1 The teacher candidate demonstrates knowledge of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
- SLO 7.1 The teacher candidate selects, creates, plans and sequences varied instructional activities to support the growth of all students toward rigorous curriculum goals.

Course Objectives

1. Implement developmentally appropriate learning experiences
2. Use learners' commonalities and differences to design inclusive learning

- 3. Actively engage learners in individual and collaborative learning
- 4. Demonstrate knowledge of the content being taught to students
- 5. Plan and implement varied instructional activities for small group instruction

Assignments and Grading

Grading Policy and Scale: This course is an S/U graded course. In order to earn an “S,” you must complete thirty hours in the classroom, at least 20 of which need to involve teaching, have those hours verified by your cooperating teacher, and complete a journal entry assignment in TK20.

Assignments and Due Dates: You must submit the following materials in order to pass this clinical: 1. Journal entries 2. Hours log . Your journal entries should focus on recording examples or thoughts that will assist you in writing the mid-level transition conference paper. **THIS PAPER IS NOT WRITTEN UNTIL THE SEMESTER BEFORE STUDENT TEACHING WHEN YOUR CONFERENCE IS HELD.** In order to prepare yourself for this mid-level paper, your journal entry topics for these entries should include:

1. specific classroom procedures, rules, and arrangement;
2. the developmental needs of one student you worked with
3. examples in which you helped students approach proficiency in content
4. instances in which you assessed student progress and how that informed your ongoing instruction
5. ethical behavior as a teacher

Mid-Level Transition Conference: When you have completed ED 321L and ED 323L and are in the semester just prior to student teaching, you will schedule a conference with at least two faculty members. Directions for these conferences can be found on the web under Teacher Education/clinical experiences or obtained from the Office of Teacher Advisement and Field Placement (858-3838). At that time you will also write a paper based on journal entries from your previous clinicals (ED 321L and ED 323L). This conference typically occurs after your methods course(s) or right before student teaching.

When you have completed ED 321L and ED 323L and are in the semester just prior to student teaching, you will write a 4-6-page paper, you will reflect on your observation and practice in the mid-level clinical experiences. Refer to your journal and documented evidence of learning for examples and supporting details.

The reflective paper should include:

Describe how specific classroom procedures, classroom arrangements, and classroom rules effectively or ineffectively impacted instruction and student learning in your mid-level practicum experiences.

Analyze the unique developmental needs of one or more students (use pseudonyms) in your small groups or classrooms and how you changed your instruction to support each student's unique developmental needs.

Identify at least two separate instances in which you helped students approach proficiency in your content. Describe the specific content learned and the strategies used to engage those students in the learning process.

Discuss how you assessed one or more students' (use pseudonyms) progress and how your assessment informed your ongoing instruction.

Explain what you believe constitutes ethical behavior as a teacher. How does ethical behavior impact your teaching and actions both in and outside the classroom?

Reflect on what you currently perceive as your three greatest strengths and three greatest challenges as an educator. Also, identify three goals you have for student teaching and the specific steps you will take to achieve them. Additionally, cite at least one reference from the related professional literature (e.g., book) that you will use to help meet your goals.

Tentative Course Outline: You MUST complete the [Clinical Request form](#) for the appropriate semester. You will receive your placement sometime after the beginning of the semester and should promptly contact the cooperating teacher to set up a regular and consistent schedule for your clinical hours. Setting up this schedule, and sticking to it, are signs of professional behavior. Failing to do so is the most likely reason for failing a clinical or being asked by the teacher to not continue. During your visits, you should make sure to take notes so that you remember what you want to write about in your journal entries. Your materials in TK20 will be due the Wednesday of finals week in any given semester.

Important Dates

Final Exam Date and Time: This course does not have a scheduled meeting time and therefore does not have a final exam time. Please note the due date for materials in TK20 binders noted above.

Assessment Day: 9/19/2022

Late and Missed Work

There are few deadlines in this class. If you do not contact your cooperating teacher promptly, that teacher is likely to ask for you to be removed from his or her classroom, which is his/her prerogative. Missed clinical sessions will need to be made up in order to reach the required number of hours. If you experience difficulty completing your binder materials at the end of the semester, you should contact me immediately so that we can deal with the problem before grades are due.

Attendance Policy

University Attendance Policy

Minot State's attendance policy is posted here: <http://www.minotstateu.edu/records/pages/policy-class-attendance.shtml>

Class-specific Attendance Policy: You must be in attendance at your clinical sessions as you have them scheduled with the cooperating teacher. Simply showing up unannounced is unacceptable. Equally unacceptable is failing to show up when you have said you will be there. You should contact the teacher, the school secretary if you are unable to reach the teacher, and me if you are absolutely unable to attend a scheduled session.

University Sanctioned Events Policy

Minot State University has a commitment to students who represent the University in official capacities. University-sanctioned activities include events that are required or encouraged by a class, program, club, or athletic team. When a student has a scheduled absence due to a university-sanctioned activity, it is the student's responsibility to communicate with the faculty member prior to his or her absence.

Missing clinical sessions for attendance at university sanctioned events should be avoided when the initial schedule for clinical sessions is made by not putting clinical sessions on days you know you will be gone. If a university sanctioned event comes up unexpectedly then you should contact the teacher as well as me to let us know of the conflict and reschedule your session.

Academic Honesty Policy

Honesty and integrity are central to academic life at Minot State University. They create a trust necessary in a community of scholars. When that trust is violated by cheating in any form, the atmosphere of academic freedom is threatened.

Minot State University is committed to academic integrity. Incidents of academic dishonesty may be documented by the faculty member with a copy of the documentation maintained by the department/division chair. A letter of explanation will be sent to the student. Cheating may affect the student in accordance with the faculty member's grading policy. The student may appeal the faculty member's penalty to the department chair. Student disciplinary action may result in accordance with the Student Conduct Policy, found in the Student Handbook. Academic dishonesty would include, but is not limited to, the following types of behaviors:

1. Misrepresenting another individual's work as one's own, e.g. plagiarism from hard copy or the Internet.
2. Copying from another student during an exam.
3. Altering one's exam after grading for the purpose of enhancing one's grade.
4. Submitting the same paper to more than one class.
5. Use of any material or device not approved by the instructor during an exam.
6. Turning in reports intended to be based on field collection data but which are, in fact, not.
7. Failure to respect the confidentiality of persons served or studied and to maintain the professional standards for ethical conduct as set forth in The Handbook of School Psychology published by the national Association of School Psychologists.

Penalty for Violating the Policy: Failure to comply with all of the policies above can have a variety of consequences, including receiving a "U" in the clinical. Education majors should pay particular attention to numbers 6 and 7 above as violations of these items will result in automatic failure of the clinical.

Masks and Face Coverings

In this course, students may be expected to wear a mask or face covering while in the classroom, laboratory, or clinical/school setting. If so, your instructor has indicated this requirement below. If a student chooses not to wear a mask or face covering in an area where it is required:

1. The individual will be asked to comply with the policy. If the person refuses to comply, they will be asked to leave the space. If the person won't comply or leave, MSU Security may be contacted, if necessary, at 701-500-2423.

2. If an individual violates the mask or face covering policy a second time, they will again be asked to comply with the policy. If the person refuses to comply, they will be reported to the [Vice President for Student Affairs](#) for a Code of Student Life violation.

Individuals who would like to discuss accommodations regarding masks or face coverings should contact [Access Services](#), in person, by phone at 701-858-3372, or by e-mail at access.services@minotstateu.edu.

Masks required: In this course, you are expected to follow the guidelines/rules of any school in which you are placed regarding social distancing, masks, and other COVID protocols.

Tutoring

The Minot State University Academic Support Center would like to help you reach your academic goals by offering free peer tutoring beginning the second week of classes in the lower level of the Gordon B. Olson Library and virtually. No appointment is necessary and there is no limit to how many times you may meet with a tutor. For a current tutoring schedule, visit https://www.minotstateu.edu/asc/peer_tutoring.shtml. Times and subjects offered may change during the semester so check the schedule often. Visiting the Academic Support Center early in the semester with continued regular attendance produces the best results.

ADA Accommodation Statement

In coordination with Access Services, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related, TBI, PTSD and Other). Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through [Access Services](#), in person, by phone 701-858-3372 or by e-mail at access.services@MinotStateU.edu.

Non-discrimination Statement

Minot State University subscribes to the principles and laws of the state of North Dakota and the federal government pertaining to civil rights and equal opportunity, including Title IX of the 1972 Education Amendments. Minot State University policy prohibits discrimination on the basis of race, gender, religion, age, color, creed, national or ethnic origin, marital status, sexual orientation, gender identity, or disability in the recruitment and admission of students and the employment of faculty, staff, and students, and in the operation of all college programs, activities, and services. Evidence of

practices which are inconsistent with this policy should be reported using the Student Complaint and Anti-Discrimination Form located here: <https://form.jotform.com/72996849416981>.

For the complete non-discrimination statement, visit [here](#).

Title IX Statement

Minot State University (MSU) faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sexual harassment including sexual assault, dating violence, domestic violence, and stalking know that help and support are available. MSU has staff members trained to support parties in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all MSU employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such harassment to the University. This means that if you inform a faculty member about a situation of sexual harassment or other related sexual misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the Title IX website. For more information about your options, please visit the Title IX website: <https://www.minotstateu.edu/title9/>.

Course Connections

ED 321L – Clinical IV – is a complementary course to ED 320 – Curriculum, Planning, and Assessment I. ED 321L is designed to provide teacher candidates an opportunity to tutor/teach small groups of students who need targeted intervention as identified by classroom teachers. This mid-level clinical experience, therefore, provides an introductory opportunity for the practical application of those topics taught in ED 320. ED 320 and ED 321L together build upon the foundation of earlier clinicals and courses, scaffolding teacher candidates so that in the future they are able to a) use understanding of how learners grow and develop to design and implement developmentally appropriate and challenging learning experiences (InTASC Progressions 1 & 2a), and b) use understanding of learners' commonalities and individual differences to design inclusive learning experiences that enable each learner to meet high standards (InTASC Progressions 1 & 2b). Both ED 320 and ED 321L address the program outcomes of Respect, Communication and Collaboration, Content, Student Learning, Reflection, and Responsibility. Additionally, ED 321L addresses the InTASC progressions 3b, 4a, 4b, 7c, 8a, 8b, 9b, 9c, and 10b as noted on the syllabus for that course.