

SOUTHERN WESLEYAN UNIVERSITY SYLLABUS

Use Arrow or Tab Keys to Move Cursor

Year 2013 Fall X Spring _____ May Term _____ Summer School _____

Course Number/Name EDUC 4502 Pre-Clinical Experience

Instructor Susan Finley

The following check list indicates the information required for each SWU syllabus (see *Faculty Handbook* C-130).

- X Instructor's name, office number (or telephone number), and office hours
- X Course name and number (Including meeting room and time is helpful).
- X Objectives stated in terms of student learning OUTCOMES
- NA Texts and other required material (author, title, publisher, year)
- X Grading procedures
- X Policies governing late work
- X Policies on attendance and tardiness
- X Assignments for semester, including reading, test dates (where possible)
- X Outline of the course/topics to be covered
- X One or more learning objectives relating to approaching issues from a Christian perspective
- X One or more activities with a research component
- X One or more activities giving the opportunity for the student to work with others

Also helpful:

- X Prerequisites
- _____ Reading list or bibliography

Signature Susan F Finley
Instructor

August 6, 2013
Date

Sandra McLendon
Dean

08/06/2013
Date

EDUC 4502 Syllabus

Southern Wesleyan University

School of Education

"Educators who demonstrate scholarship within a Christian ethic of care"

Course Title and Number: School Pre-Clinical Experience

Number of Credit Hours: Two

Instructor and Title: Susan Finley, Coordinator of Field Studies

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Semester: Fall 2013

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Course Description

The Pre-Clinical Field Experiences are the last Field Experiences prior to Clinical Experience (Student Teaching). The Teacher Candidate returns to one of the Pre-Clinical placements for a Fall Clinical Experience. The Teacher Candidate will prepare lesson plans and teach lessons. It is required that the Teacher Candidate receive a favorable evaluation by the Public School Partner and the visiting university faculty, as well as credit for the course to move into the Clinical Experience.

Rationale

This course is designed for Teacher Candidates (TC) to observe and reflect on the instructional skills demonstrated by the Public School Partner (PSP). Teacher Candidates will assist with classroom activities considered appropriate by their PSP and unit supervisor. Teacher Candidates will gain classroom experiences because of partnerships formed between public schools and the university. The assigned field-based activities will provide an opportunity for the TC to observe, participate, inquire, and reflect on teaching and learning. The primary purpose of the Pre-Clinical is to prepare Teacher Candidates to move into the Clinical Experience. It is a requirement for all education majors.

Prerequisites

- Acceptance into Lock II
- South Carolina State Department of Education has cleared the student through FBI fingerprinting and SLED check
- A statement from a doctor is on file stating the candidate had a negative TB test since beginning at SWU.
- Candidate has completed the SC Dept of ED application for teacher certification.

Relationship to Conceptual Framework

The Pre-Clinical Experience is designed to acquaint future professional educators that teaching requires a passion for learning, compassionate and respectful interactions with learners and colleagues, and recognition that the community and its pluralist nature is an integral part of the learning process. All of this is to be accomplished through a Christian ethic of care.

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INTASC Standards

INTASC Principle # 1 Understand the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC Principle # 2 Understand how children learn and develop, and can provide learning opportunities that support the intellectual, social and personal development of each learner.

INTASC Principle # 3 Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

INTASC Principle # 4 Understand and use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

INTASC Principle # 5 Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

INTASC Principle #6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

INTASC Principle # 7 Plan instruction based on knowledge of subject matter, students, and the community and curriculum goals.

INTASC Principle # 8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

INTASC Principle #9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

INTASC Principle # 10 Foster relationships with school colleagues, families, and agencies in the larger community to support students' learning and well being.

Response to Dispositions : Courses in the School of Education seek to integrate the following dispositions:

- **The Teacher Candidate demonstrates an ethic of care towards self** by exhibiting a biblical approach to life that is demonstrated by a passion for learning.
- **The Teacher Candidate demonstrates an ethic of care towards learners** by displaying an enthusiasm about teaching as demonstrated by compassionate and respectful interactions with learners.
- **The Teacher Candidate demonstrates an ethic of care towards colleagues** by engaging in collaborative work practices as demonstrated by compassionate and respectful interactions with colleagues.
- **The Teacher Candidate demonstrates an ethic of care towards the community** by recognizing the community as an integral part of the learning process as demonstrated by valuing its pluralist nature.

Of these four dispositions, this course emphasizes all four.

Accommodations Statement : If you have a disability that interferes with your learning, test taking, or completion of assignments outlined in the syllabus, please contact **Martha Mishoe, Assistant Director of the Center for Transformational Learning**. She will help you secure the right documentation, know what accommodations are appropriate, and authorize professors to accommodate your disability. She will disclose the information you request only to those whom you identify. Neither she nor your professors can authorize or provide accommodations **unless you specifically request accommodations each semester**. Documentation must meet the guidelines of the Americans with Disabilities Act. We want you to have equal opportunity to learn and a fair assessment of that learning. Your abilities, skills, and efforts should determine your success, not your disability.

Technology Integration Teacher Candidates must access www.myschools.org or s2martsc.org to utilize the state standards and objectives when preparing the teaching lessons and Long-Range Plans.

Culturally Responsive Teaching The classroom experience will expose the Teacher Candidates to different learning styles and varying abilities of students within our schools.

Required Textbooks and Materials and extra materials None

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General Course Objectives Upon the completion of this course, the Teacher Candidate will be able to

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- Demonstrate knowledge of the teaching profession as it relates to teacher preparation, career development, and ethics, and to affirm or reconsider the career choice of becoming a classroom teacher.
- Demonstrate personal responsibility by meeting scheduled Pre-Clinical appointments regularly and on time.
- Create and develop an electronic education portfolio.
- Work with children and/or young people in a real-life setting.
- Describe the recent trends in education, and the expectations for classroom teachers.
- Demonstrate competence in the use of oral and written language skills in the classroom and on written reports.
- Demonstrate appropriate skills in the classroom as evidenced by a favorable evaluation by a Public School Partner.
- Discuss and reflect on the Pre-Clinical experience.
- Demonstrate responsibility by submitting all assignments and documentation by the established deadlines.

Class Attendance Policy All class meetings are mandatory.

Academic Integrity (refer to pages 21-22 in the current edition of the University catalog)

Coursework Submission Dates See Scheduled Meetings and Due Dates

Schools Visits and Student Code of Behavior

Pre-Clinical Teacher Candidates will not be placed in a school if they have not attended the orientation.

- A syllabus will be available on MySWU. An assigned school/classroom and a packet of information for the Public School Partner are presented at orientation.

- The TC will contact the school(s) to confirm the initial visit with the Public School Partner(s).
- The TC will report to the principal or the assistant principal on the first visit. Thereafter, the TC will report to the school office and sign in and sign out on the Southern Wesleyan University Field Experience sheet (goldenrod sheet).
- The TC will be observed 6 times during these two placements. A calendar will be provided which must be followed in scheduling these observations.
- **The schedules must have the signatures of the Public School Partners or other evidence, such as an e-mail, which shows that the schedule is the result of collaboration between the Teacher Candidate and the Public School Partner. This can also be in the form of email communication.**
- Teacher Candidates will dress professionally when going to the school. This includes no jeans, shorts, tights, short tops that reveal flesh, flip-flops, and jewelry associated with body piercing. Follow the SWU Procedures for Professional Dress.
- The Teacher Candidate will be available and useful to the teacher, remembering that the intent of the visit is related to the Teacher Candidate's exposure to best practices in the classroom as exhibited by an experienced practitioner.
- The TC, at the discretion of the Public School Partner, will teach at least three lessons in each placement, by the Public School Partner, the content faculty member, and the Coordinator of Field Studies will each observe and evaluate a lesson using the ADEPT observation sheet.
- Long-Range Planning, Assessment, and ADEPT Workshop attendance is required for a rating of 2/Basic for APS 1. (This is for data purposes only – not part of your Pre-Clinical grade!) If there is an excused absence for one of these classes and instructor to student make-up session must be schedule by the student.
- The TC will be punctual and regular in attendance at the cooperating school. At any time that the TC is not able to attend a scheduled appointment at the school, they are to notify the Coordinator of Field Studies by phone, email, or text.
- If the Teacher Candidate must miss a scheduled appointment in the cooperating school, the Public School Partner should be informed in advance by phone or other means of communication upon which the parties have agreed. The Public School Partner and the Teacher Candidate should arrange for a make-up day and time. Failure to comply with the above policy may result in the Teacher Candidate being administratively withdrawn from the Pre-Clinical Experience.

- Transportation to the school is the responsibility of the TC. The Teacher Candidate who does not have transportation may arrange to travel with a fellow TC and agree with that person on appropriate compensation for the transportation.
- Teacher Candidates will follow accepted protocol while at school.
- Teacher Candidates will wear their SWU ID Badges and follow the school's sign-in/out policy. The attendance record sheet, which is kept in the classroom, will be updated on each visit. This will be turned in to Coordinator of Field Studies at the end of each placement.
- The Teacher Candidates participate in a Long-Range Planning (LRP) Workshop. They will receive the LRP Scoring Guide, LRP samples, and given instruction on how to submit components of LRP on Chalk and Wire. **It is strongly recommended that Teacher Candidates complete as much as possible of the Clinical Experience LRP assignment during the Pre-Clinical experience.** Two-placement Teacher Candidates submit LRP for first placement. They are required to complete one LRP component for second placement – the timeline.

Record Keeping

Paperwork should be turned in at meetings according to the Pre-Clinical calendar.

The completed and signed attendance sheets

- Schedule of visits to both placements
- Unless completed on Chalk and Wire you must have the two ADEPT lesson evaluations done by the Public School Partners, one in each placement.
- Unless completed on Chalk and Wire, you must have the INTASC form which was completed by the Public School Partner, one in each placement.

APS10 and Ethic of Care Towards Learner completed by the Public School Partner and the Teacher Candidate Clinical Assessment should be returned to the Coordinator of Field Experiences in the envelopes received at the orientation meeting in January.

The TC will visit the assigned schools for a total of 80 hours (40 hours in each placement), which are documented by the attendance sheets.

Computation of Final Grade

Pre-Clinical Requirements:

- Submit a schedule of visits for both placements will be submitted to the Coordinator of Field Experiences by the due date on the calendar. 5 points
- Submit a 4 lesson plans using chalk and wire for scoring. These will use the current School of Education Pre-Clinical/Clinical Lesson Plan Format and be submitted to the Coordinator of Field Studies for evaluation at each scheduled observation . **Chalk and Wire scores will be multiplied by 5 for a possible total of 20 points. Rubrics are located on Chalk and Wire and MyCampus.**
- **An Assessment Analysis will be completed and submitted to Coordinator of Field Placements for scoring. A possible score of 20 points. Rubrics are located on Chalk and Wire and MyCampus.**
- Completing Field **Experience visit reports** and turning in on selected due dates as stated on calendars-
- Public School Partner ADEPT Evaluation of a lesson for the first half of placement
- Public School Partner ADEPT Evaluation of a lesson for the second half of placement
- University Faculty ADEPT Evaluation

Submitting documents for numbers 4, 5, and 6 = 15 points

- Receive a satisfactory evaluation (2.0/Basic or higher) from the Public School Partners on **APS10 and Ethic of Care Towards Learner** and the Teacher Candidate Pre-Clinical Experience Assessment done by the Public School Partners and the visiting university faculty member.
- Document 80 hours completed in the assigned schools. The attendance sheet, which is signed by the Public School Partner, is turned in on or before the due date stated on the calendar.

Numbers 7 and 8 combined = 40 points

There will be a .25 deduction for each day late.

Teacher Candidates receiving a score of 80 will complete remediation assignments before beginning the Clinical Experience.

Paperwork submitted after the grades have been reported to the registrar will not remove the NC from the final grade.

Scheduled Meeting and Due Dates

Time: 4:00 – 5:15

Place: Room 122

See separate calendar for specific dates – Calendar is electronically emailed to you

Please check your e-mail on a regular basis. . Contact me by e-mail/phone or stop by my office anytime you have questions or concerns. –S Finley

