COURSE NUMBER AND TITLE:
EDUC 695 Clinical Experience (3 credits)

COURSE LOCATION AND TIME:
Clinical Experience placement- 15 days
M-F TBA

INSTRUCTOR: Dr. Kris McGee
OFFICE: USMH 153
PHONE: 301-687-4218
EMAIL: kmcgee@frosturg.edu

OFFICE HOURS: Before and after class and by appointment

OTHER CONTACT INFORMATION:
Mr. Toby Eirich, Coordinator- Office of Field Experiences 301-687-4451
Denise Arnold, Administrative Assistant, OFE 301-687-3087

KEY ASSESSMENTS: MA Classroom Management Module and the Professional Dispositions and Responsibilities form

REQUIRED TEXT: Field Experience Common Handbook and Taskstream account

COURSE DESCRIPTION:
Supervised daily clinical experience in the MAT Elementary program. Joint supervision by school system and university personnel. Graded Pass/Fail.
Intersession semester. Co-requisite: Enrollment in EDUC 667

COURSE PURPOSE:
The course is designed to bridge organization and management theory to classroom practice. Candidates will identify and evaluate classroom management principles and strategies as well as observe, evaluate, and utilize management practices in a classroom setting.

COURSE OUTCOMES:
Upon successful completion of this course, the teacher candidate will be able to demonstrate knowledge, skills and dispositions as determined by the knowledge and skill base required by the Interstate Teacher Assessment and Support Consortium (InTASC), in collaboration with the Council for the Accreditation of Educator Preparation (CAEP), and aligned to High Leverage Practices (HLP).
<table>
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<tr>
<th>COURSE OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>INTASC and HLP</th>
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<tbody>
<tr>
<td>Knowledge</td>
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| Demonstrates understanding of classroom management theories/models | CM Module: Engaging Self 
- Article and video reflections 
- Theorist jigsaw activity 
- Classroom management philosophy statement | INTASC 3d, 3k 
HLP 7 |
| Demonstrates understanding of contemporary management programs/models | CM Module: Engaging Others 
- Article and video reflections 
- Classroom management discussion board posts 
- Teacher interview 
- Classroom observations/reflections from Clinical Rounds | INTASC 3d, 3k 
HLP 7, 8 |
| Demonstrates understanding of the psychological and sociological influences on student behavior | CM Module: Engaging Self and Engaging Others 
- Article and video reflections 
- Classroom management discussion board posts 
- Teacher interview 
- Classroom observations 
- Classroom management philosophy statement | INTASC 3d, 3k 
HLP 7 
CAEP 1a |
| Demonstrates understanding of the linkage between classroom management and student behavior | CM Module: Engaging Others 
- Article and video reflections 
- Classroom management discussion board posts 
- Teacher interview 
- Classroom observations/reflections from Clinical Rounds | INTASC 3d, 3k 
HLP 5, 7, 8 
CAEP 3e |
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<tr>
<th>Skills</th>
<th>Classroom management philosophy statement</th>
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| Identifies and evaluates theoretical perspectives of classroom management in diverse classrooms | CM Module: Engaging Self  
Article and video reflections  
Theorist jigsaw activity  
Classroom observations/ reflections from Clinical Rounds | INTASC 3d, 3k  
HLP 7 |
| Identifies the linkage between lesson design and classroom management | CM Module: Engaging Others  
Teacher interview  
Classroom observations/ reflections from Clinical Rounds  
Classroom management utilization chart and reflection | INTASC 3d, 3k, 7a, 7k  
HLP 7, 8 |
| Evaluates and reflects on organization and management strategies observed in diverse classrooms | CM Module: Engaging Others  
Teacher interview  
Classroom observations/ reflections from Clinical Rounds  
Classroom management utilization chart and reflection | INTASC 3d, 3k  
HLP 5, 7, 8  
CAEP 3e, 4f, 4g |
| Integrates and implements organization and management strategies as appropriate | CM Module: Engaging in Diverse Communities  
Classroom management utilization chart and reflection | INTASC 3d, 3k  
HLP 5, 7, 8 |
| Evaluates and reflects on organization and management strategies utilized in diverse classrooms | CM Module: Engaging in Diverse Communities  
Classroom management utilization chart and reflection | INTASC 3d, 3k  
HLP 5, 7, 8  
CAEP 3e, 4f, 4g |
| Assesses options and plans actions for improvement of classroom management | CM Module: Engaging in Diverse Communities  
Classroom management utilization chart and reflection | INTASC 9b, 9e, 10f  
HLP 5, 7, 8 |
COURSE EVALUATION:
Candidates will be evaluated in this experience based upon the following:
(1) Successful completion of the 15-day clinical experience (Evaluated by reflections from Clinical Rounds).
(2) Submission of Classroom Management Module to Taskstream with a score of “Effective” and/or “Highly Effective” in each area.
(3) Completion of the Field Experience Task Sheet and Time Sheets.
(4) Earning of “Effective” or “Developing” ratings on each criterion of the Professional Dispositions and Responsibilities form.

Professional Dispositions Performance:
A Professional Dispositions and Responsibilities evaluation is required for each field experience. This form is available in the Field Experience Handbook. Based on the expectations for candidate behavior in the field, this form will be completed individually by the intern, and Evaluation Council (EC) comprised of the mentor teacher and university supervisor. The completed forms will be reviewed at each three-way meeting and a final copy of the form will be submitted with the Field Experience paperwork to the Office of Clinical and Field Experience by the University Supervisor.

We are guests in the local public schools. These educational professionals do not have to allow FSU students into their classrooms, and they may require that an internship be ended at any time; therefore, it is imperative that each teacher candidate maintain professional dispositions at all times. Dispositions will be assessed at the final evaluation.

COURSE PROJECTS/ASSESSMENTS in conjunction with the Management Micro-Credential. Points are awarded within the Micro-Credential. However, this course is a Pass/Fail course, therefore, the tasks are all completion tasks. All tasks must be completed to the passing point value of a C or better within the Micro-Credential to receive a passing grade for this course.

Classroom Management Plan:
Candidates will create a classroom management plan based on Doman 2 of the Charlotte Danielson framework. The plan will address the following: establishing a culture of learning, managing classroom procedures, managing student behavior, and organizing physical space. This management plan will serve as the final exam for the course.

**Jigsaw Theorist Activity:**

Candidates will research a classroom management theorist and share the information with classmates, in jigsaw format, via a 5-6 slide Power Point presentation. Candidates will summarize each theory on a graphic organizer, which will be used for the assignment below (20 points for presentation and 10 points for the summary chart).

**Teacher Interview:**

Candidates will interview a secondary teacher in an effort to learn more about the teacher’s classroom management system. An outline with questions will be provided within the Micro-Credential.

**GRADING:**

This is a pass/fail course. The final decision by the university supervisor is based upon assessments of the activities described above and the candidate’s successful performance in the field. Performance in the field is assessed by the intern, mentor teacher, and the university supervisor.

**UNIVERSITY POLICIES AND PROCEDURES:**

**ACADEMIC DISHONESTY:**

Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not in fact. *Frostburg State University Policy Statements* .

[http://www.frostburg.edu/admin/policies/policystatements.pdf](http://www.frostburg.edu/admin/policies/policystatements.pdf)

**STUDENT CONDUCT:**

Students are expected to conduct themselves in a professional manner. You must show courtesy, respect and consideration towards the professor and other students at all times. The Faculty Handbook (2009) states:
“The University will not tolerate disorderly, disruptive, or unsafe conduct, which substantially threatens, harms, or interferes with university personnel or orderly university processes and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment or the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course. A faculty member may require a student to leave the classroom for disruptive behavior or conduct which may impact the health and safety of other students.”

STUDENTS WITH DISABILITIES:
Students with any type of recognized and conformed disability that would require accommodations in assignments or assessment practices should provide written notification to the instructor by no later than 48 hours prior to the expected accommodation. Students are responsible for providing an accommodation letter prepared by Disability Support services.

FSU SOCIAL COMPACT:
Health and safety are important. Therefore, during every physical in-person meeting of this course, everyone is required to follow state, local, and University public health mandates as outlined in the FSU Social Compact. Everyone must wear a face mask that covers their nose and mouth, respect posted signage, and practice good social distancing by remaining at least 6 feet away from others. The Code of Student Conduct notes that following these health and safety protocols constitute complying “with a reasonable request from authorized University personnel in the performance of their official duties,” and failing to do so is a Code of Student Conduct violation. Students who do not comply with these mandates will be asked to leave class. Students who refuse to leave will be referred to the Dean of Students and may be administratively removed from the class if found to be responsible for Code of Conduct violations.

CONFIDENTIALITY AND MANDATORY REPORTING:
Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.
If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.

RESOURCES:


CANDIDATE E-TOOL RESOURCES:

GlogsterEDU: http://edu.glogster.com/
ClassDojo: www.classdojo.com
Glogster: http://edu.glogster.com/login
Edmodo: www.edmodo.com
Scootpad: www.scootpad.com
Wonderopolis: www.wonderopolis.com
Twitter: www.twitter.com
Pinterest: www.pinterest.com
Weebly: http://education.weebly.com/