

Eastern Kentucky University
College of Education
CED 820 Clinical VI: Designing Instruction, CRN XXXXX
.5 credit hours
Fall XXXX

Instructor:

Office:

Office Phone:

E-mail:

Catalog Course Description:

CED 820 Clinical VIII: Designing Instruction. (.5). Prerequisites: Admission to MAT program. (.5). Guided school-embedded experiences that emphasize impacting student growth through well-planned and aligned instructional units and lessons. (school-embedded clinical experience – a minimum of 20 hours is required; additional hours may be required based upon candidate performance).

Text and Course Materials:

Materials related to student learning outcomes will be presented in the Blackboard Course learning site. No textbook is required for this course.

Student Learning Outcomes:

The candidate will:

- a) Demonstrate principles of curriculum design in the ability to teach and design effective units and lessons in the school-embedded clinical experience. (KTS 1.1, 1.3, ; InTASC 4a, 4, , 4i; 7a, 8e, 8f, 8i,8k; IECE 1.1, 1.2, 1.3, 1.6 3.4; PGES 1a, ISTE 2, CAEP 1.1, 1.3, 1.4)
- b) Synthesize technology tools in instructional design in the school-embedded clinical experience. (KTS 6.1, 6.2.6.3; InTASC 6i,7k,8g; ISTE 3d, 4b; CAEP 1.1, 1.5; PGES 2e;ISTE 3d;IECE 9.6,9.7, 9.13)
- c) Demonstrate dispositions aligned to the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. (KTS 1.1, 3.1;InTASC 1k, 2o, 3q, 8q; PGES 4d, 4e; CAEP 1.1; IECE 5.3, 6.1, 6.3))

Evaluation Methods:

The clinical evaluation is based upon the candidate's ability to perform successfully on guided teacher performance assessments and demonstrate professional dispositions expected of the profession.

Evaluation Criteria

In order to successfully complete the CED 810 Clinical with a B or higher the candidate must demonstrate an overall holistic score of Accomplished (Target) on standards and professional dispositions.

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92-100% A
82- 91% B
72- 81% C
62- 71% D
Below 65% F

Student Progress:

Candidates will be assessed on a continuous basis by the clinical faculty. Candidates will be informed quarterly of their progress, at least once prior to midterm, and at least once prior to the end of the term through feedback on guided teacher performance assessments.

Attendance Policy:

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, excusable reasons for absence from class may include illness; serious emergencies; special curricular requirements (e.g., field trips and professional conferences); military obligation; inclement weather conditions; religious holidays; court-imposed legal obligations; approved accommodations by the Office of Services for Individuals with Disabilities; medically necessary absences due to pregnancy or childbirth; and participation in official university-sponsored activities. Other reasons also may be approved. Students should be prepared to provide appropriate verification of any absence. In the case of excused absences, student should be provided an opportunity to make up class work missed as is feasible. To the extent possible, students should notify the instructor in advance of an absence. Students are encouraged to complete scheduled assignments prior to the absence when possible. If students cannot give advance notice of an absence, they should notify the instructor as soon as possible of the reason for the absence with appropriate documentation.

Last Day to Drop the Course:

The last date to withdraw from a full semester course is listed on the Colonel's Compass Calendar at <http://www.eku/compass.calendar/>

Disability Statement:

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at disserv@ecu.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

Academic Integrity Policy:

Students are advised that ECU's Academic Integrity policy will be strictly enforced in this course. The Academic Integrity policy is available at <http://studentrights.ecu.edu/academic-integrity-policy>. Questions regarding the policy may be directed to the Office of Academic Integrity located in the Turley House, or contact them by phone

at (859) 622-1500.

Official Email:

An official ECU e-mail is established for each registered student, each faculty member and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

Course Requirement:

Candidates will spend clinical experience hours in an instructional setting with guided teacher performance assessments designed to assist candidates in connecting theory, practice and standards; in applying content in lesson planning and instruction; in integrating technology in instructional design; and in developing skills for planning and implementing lessons for small and whole group instruction.

| Assignment | Points |
|--|---|
| Design, plan, implement, and reflect on two or more lessons (individual, small group, and/or whole group instruction) | Refer to overall holistic rubrics for tasks and dispositions. |
| School contextual analysis (use school/classroom data to inform instruction) | |
| Observations <ul style="list-style-type: none">• Cooperating Teacher Evaluation• Clinical Supervisor Evaluation | |
| Dispositions | |

Course Outline:

Clinical schedules are determined based upon guided teacher performance assessments and will run for the duration of the course.