FLED 4790 – Clinical practice - Final Clinical Field Experience
6 SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Modern & Classical Languages
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

REQUIRED TEXTBOOKS

None; Account with LiveText for: P12 LiveText solutions http://www.college.livetext.com

COURSE DESCRIPTION (*Aligned to InTASC Model Core Teacher Standards*).

Prerequisite: Senior Standing. Co-requisite: FLED 4800. The capstone experience providing opportunity for ns to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.

COURSE OBJECTIVES

1. demonstrate competence in the skills and abilities needed to work with his/her mentor teacher and other professionals in the school setting, as well as with parents, paraprofessionals, and other adults in the school environment. (InTASC S3, S9, S10; EDL3.2)
2. demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (CC-GPS Standards) and local (textbooks, curriculum guides, etc.) curriculum resources. (InTASC S1, S2, S3, S4, S5, S6; CPL1.3, FL1.2, TL1.2)

3. demonstrates understanding and utilization of the strengths and needs of learners of diverse backgrounds (for example, social, racial, ethnic, and religious), identities, and conditions with whom they work when planning lessons and during day-to-day interactions. (InTASC S2, S3, S7, S9, S10; DL1.2, 3.1)

4. demonstrate teaching competence by implementing lesson plans that utilize academic language appropriate for learners with the safe, legal, and ethical use of information and technology (InTASC S4, S5; AL3.3, CPL2.2, TL2.2, TL3.3)

5. demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans, assessing impact of practices, and evaluating student learning. (InTASC S4, S5, S6, S8; AL1.1)

6. demonstrate competence in creating / maintaining appropriate and engaging learning environments (physical and affective) and aids learners to make connections between materials in a content area and related perspectives from another content area (InTASC S1, S2; CPL2.3, CPL3.2)

7. employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils. (InTASC S1, S2, S3, S7; DL2.3)

8. demonstrate skill as an ethical and reflective practitioner / professional. (InTASC S9, S10; EDL1.2, 2.1, FL3.5, TL3.3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Linked to Course Objectives. Some assignments should be submitted through the LiveText portfolio]

1. **Contact Information** (CO1): Fill out and provide contact information sheet to the University Supervisor and Mentor Teacher.

2. **Classroom Management Plan** (CO 3, 5, 6, 7, 8): Produce and utilize a formal classroom management plan throughout the clinical practice experience (creation, revision, and assessment of classroom management plans will be part of the online discussion component of FLED 4800).

3. **Instructional Schedule Plan** (CO 1, 8): This schedule is flexible and dependent on decisions made by the mentor teacher, the teacher candidate, and the university supervisor. Keep this schedule updated and provide copies when it changes to the university supervisor. The teacher candidate and the mentor teacher are encouraged, early in the semester, to make long-range plans for the term, including pre-solo teaching (getting to know the school, classes, faculty and staff, students, making observations, assisting the Mentor Teacher, etc.) and post-solo teaching (observations, assisting the Mentor Teacher, etc.)

4. **Full-Time (Solo) Teaching Responsibility** (CO 1, 2, 3, 4, 5, 6, 7, 8): The teacher candidate, in order to successfully complete the teacher candidate experience, will complete a total of four weeks in which s/he has the full responsibility for the classroom. Although both the mentor teacher and the university supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if s/he were the teacher.

5. **Lesson Plans** (CO 2, 3): Daily lesson plans will follow the format approved by the university supervisor. Each week's lesson plans will be posted to the course website the Friday before the week of instruction.

6. **Scheduled Family Member Meeting** (CO 1): Participate in a scheduled family member contact or meeting. This could include a PTO meeting, SST meeting, or parent conference.

7. **University Supervisor Evaluations of Observations** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidates will normally be visited from 3-5 times by the university supervisor, the first visit being a "Meet and Greet" the school professionals. Other visits consist of an observation of the teacher candidate teaching a complete lesson, a short conference with the mentor teacher, and a conference with the teacher candidate. Dates for observations and evaluations may be unannounced. [**CPL$_{2a}$***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty*]

   A. For one of the observations, the university supervisor will use the **Teacher Candidate Observation Instrument of the Department of Modern and Classical Languages**. This instrument was specifically designed to assess a teacher candidate's ability to teach a foreign language. All performance assessment categories link to the American Council on the Teaching of Foreign Languages (ACTFL) Preparation of Foreign Language Educators (PFLE) Standards. [**CPL$_{3a}$**, **EDL$_{3a}$***This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty*]

   B. If deemed warranted by the university supervisor or mentor teacher, a **Videotaped Self-Assessment** or additional observations may be required. For the taped lesson, the teacher candidate will submit a lesson plan and a critique of his/her performance. The critique will identify (a) three teaching behaviors perceived to be areas of strength; (b) three teaching behaviors perceived to be areas for improvement; and (c) three recommendations for improving the behaviors identified in (b) above.

   C. **Mentor Teacher Evaluations of Observations** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidates will be observed formally a minimum of three (3) times by the mentor teacher. Each evaluation consists of (1) an observation of the teacher candidate teaching a complete lesson and using an observation form provided by VSU and (2) a conference with the teacher candidate. The Mentor

Teacher should provide a paper copy of the evaluation for the University Supervisor.

D. **Teacher Candidate Self-Evaluations of Instruction** (CO 1, 2, 3, 4, 5, 6, 7, 8): Teacher candidate will complete a minimum of three (3) self-evaluations of instruction. The Teacher Candidate should provide a print copy of the evaluation for the University Supervisor. For the initial, midterm, and final self-evaluations, complete an online evaluation form in LiveText by the deadlines supplied by the College of Education.

E. **EdTPA/TWS (Teacher Work Sample) including ISLA (Impact on Student Learning Assessment)** (CO 2, 3, 4, 5, 6): Requirements will be given in FLED 4800, as scheduled by the teacher candidate's university supervisor. A student must complate a successful attempt of EdTPA by submitting his/her portfolio and receiving a composite score.

F. **Teacher Candidate Self-Evaluation of Dispositions** (CO 8): Complete a "Teacher Candidate Self-Evaluation of Dispositions" form, including descriptions of the examples that support how you rated yourself in each area.

G. **Mentor Teacher Evaluation of Dispositions** (CO 8): Complete a "Mentor Teacher Evaluation of Dispositions" form.

H. **University Supervisor Evaluation of Dispositions** (CO 8): Complete a "Supervising Teacher Evaluation of Dispositions" form.

I. **Reflections** (CO 1, 2, 3, 4, 5, 6, 7, 8): As part of the online discussion component of FLED 4800, you will turn in weekly reflections based on daily observation notes. These reflections should include:

  A. School information (video taping policy, faculty, map of school, school calendar etc.)

  B. Student information (Class profile)

  C. Observations of your Mentor Teacher's classes and those of other teachers

  D. Personal Teaching Reflections: Your teaching will improve as you reflect on what you observed and did, what students did, and how you can provide the most effective learning situations. Record your reactions to your classroom experiences. Do not simply write what you did; analyze what you and your students did and reflect on your effectiveness. What changes will you consider based on your reflections? It is expected that you should write a minimum of one paragraph a night. Reflect on the experiences you have had and written about previously in your reflective log. For example: identify one

thing that was a strength in your teaching and explain why and, <u>identify</u> one thing you want to improve in your teaching and how you plan to do this.

    E. **Overview of discussions with the mentor teacher and / or college supervisor**.

    F. **Any interesting activities you have observed** (field days, plays, field trips, memorable observations outside of your room)

    G. **Any additional information that pertains to clinical practice**

8. **Seminar Attendance** (CO 1, 8): As this course is a co-requisite with FLED 4800 the teacher candidate will attend professional practices development seminars held periodically throughout the clinical practice experience, as scheduled by the teacher candidate's university supervisor. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during clinical practice and to provide guidance in the compilation of the professional electronic teaching portfolio. Seminar topics include: discussions on classroom management; unit and lesson planning, learning activity planning, scaffolding, and assessments, completing the teacher work sample; an examination of interrelationships of home, school, and community resources; and others deemed appropriate. Attendance at the seminars is mandatory and may require the teacher candidate to leave school early that day.

9. **Summative Cultural Research Paper** (CO 8): Requirements will be given in FLED 4800, as scheduled by the teacher candidate's university supervisor.

10. **GACE Content Exam** and **ACTFL OPI and WPT** (CO 8): Must be successfully completed per state of Georgia requirements for teacher certification

COURSE EVALUATION

All of the above areas must receive an evaluation of satisfactory to receive a "Satisfactory" grade for clinical practice. Your university supervisor determines your grade based upon satisfactory ratings of stated requirements and satisfactory evaluations of your teaching performance by the classroom mentor and university supervisor.

Grading Scale

S   **Demonstrates an acceptable level of performance** in relation to Foreign Language Education Program standards

U   **Fails to demonstrate acceptable level of performance** in relation to Foreign Language Education program standards

A student who receives a grade of Unsatisfactory (U) for clinical practice may apply for clinical practice only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who

receives a second grade of "U" for clinical practice will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certification by Valdosta State University.

ATTENDANCE POLICY

Teacher candidates must be in the school each day for the hours scheduled for the mentor teacher. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. There will be no absences during clinical practice. If absences are necessary due to emergencies or illness, the school/mentor teacher, the university supervisor, the FLED supervisor, and the Modern and Classical Languages Department Chair must be notified at the earliest possible time. The teacher candidate will schedule appointments or other business so as not to interfere with the school day. **WARNING!** Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the clinical practice experience, and may result in a grade of **U**.

The Modern and Classical Languages Department has a policy of no excused absences. This means that missed time from clinical practice needs to be made up. Excessive absences will be handled on an individual basis. The following requirements are mandatory for all student teachers to report missed time (*Missed time can be made up after the last official day of clinical practice)*:

1. **Contact** the mentor teacher, the school, and the VSU supervisor by phone.

2. **E-mail** the instructor the reason for your absence and the total amount of time missed. This will be kept for the official attendance record. All missed time is to be reported, including being late and partial days.

PROFESSIONALISM

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Candidates in this course are pursuing a profession with extremely high standards. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a candidate's actions or attitudes are judged to be less than professional, appropriate remedial action will be taken. The Code of Ethics for Educators at: http://www.gapsc.com/Professionalpractices/NEthics.asp Dispositions can be assessed through observable behavior of the teacher candidate and effects on P-12 learning. For example, a candidate's commitment to improving his/her own language proficiency might be verified by the candidate's description of the out-of-class language/cultural activities in which s/he has participated or his/her reading of authentic texts outside of class. Professional Dispositions published by the American Council on the Teaching of Foreign Languages at: http://www.actfl.org/i4a/pages/index.cfm?pageid=3385#11

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM
http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml

VSU MCL Foreign Language Teaching Assessment Instrument

EDL3.2 and CPL3.2

Context

This instrument will be used during FLED 6780 (Internship) and FLED 4790 Clinical Practice). This instrument will be used to assess a teacher candidate's ability to teach a foreign language. All performance assessment categories link to the American Council on the Teaching of Foreign Languages (ACTFL) Preparation of Foreign Language Educators (PFLE) Standards. This instrument will be used along with the Teacher Candidate Observation Instrument of the Valdosta State University College of Education, which will be used to evaluate classroom practices general to all teachers.

Purpose

The purpose of this assessment is to identify strengths and potential areas of weakness in Foreign Language Interns and Teacher Candidates. This assessment instrument specifically focuses on Foreign Language Educator preparation by assessing demonstrated performance distinct from and complementary to that found on the Teacher Candidate Observation Instrument of the Valdosta State University College of Education.

Assessor

This instrument will be administered by the VSU University Supervisor. Also, the instrument may be used for self or peer evaluation by the Intern or Teacher Candidate.

Performance Assessment

Performance Assessment

	Target (3 pts.) (0 pt)	Acceptable (2 pts.) (0 pt)	Unacceptable (1 pts.) (0 pt)	Rating and Score (T, A, or U) (0 pt)
Standards: ACTFL PFLE Standard #4 (1.000, 10%)	Targeted performance is evidenced by GPS standards that are correctly associated with the learning outcomes to be assessed. In addition, standards that are addressed	Acceptable performance is evidenced by GPS standards that must be stretched to be related to associated learning outcomes. In addition, too many or too few standards	Unacceptable performance is evidenced by unaligned procedures, standards, and/or outcomes.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	Acceptable (2 pts.) (0 pt)	Unacceptable (1 pts.) (0 pt)	Rating and Score (T, A, or U) (0 pt)
	but not assessed are included.	may be identified.		
Classroom Environment: ACTFL PFLE Standard #2 (1.000, 10%)	Targeted performance is evidenced by the incorporation of creative materials, including both text supplied materials and realia. The materials chosen are appropriate materials for the communicative situation.	Acceptable performance is evidenced by incorporation of materials that are sufficient to teach the lesson. No realia or non textbook material is included.	Unacceptable performance is evidenced by no visuals or visuals that are of low quality.	_____ Comments:
Target Language: ACTFL PFLE Standard #1 (1.000, 10%)	Targeted performance is marked by evidence of presentation of the lesson at the "Advanced Low" level on the ACTFL scale. Few to no grammar mistakes occur on the part of the professor. In addition, there are no mistakes in the grammar that is taught.	Acceptable performance is evidenced by use of the language at the "Intermediate High" level on the ACTFL scale. Although the presentation occurs in the target language, there are some mistakes (possibly due to language difficulties).	Unacceptable performance is evidenced by use of the language at the "Intermediate Low" level on the ACTFL scale or lower. There are frequent mistakes and/or an inability to stay in the target language. Concepts are taught incorrectly due to language difficulties.	_____ Comments:
Student Interaction in Target Language: ACTFL PFLE Standard #3 (1.000, 10%)	Targeted performance is evidenced by a	Acceptable performance is evidenced	Unacceptable performance is evidenced by	_____

Performance Assessment

	Target (3 pts.) (0 pt)	Acceptable (2 pts.) (0 pt)	Unacceptable (1 pts.) (0 pt)	Rating and Score (T, A, or U) (0 pt)
	variety of opportunities for students to interact with peers, the teacher, or visiting native speakers in a meaningful context in the target language. Students are provided with appropriate scaffolds to maximize their ability to interact in the target language.	by some opportunities for students to interact with other students or the teacher in a meaningful context in the target language.	few opportunities for students to interact in the target language. Interaction may be focused on drilled pair work with little opportunity for negotiation of meaning or meaningful communication.	Comments:
Contextualization of Vocabulary: ACTFL PFLE Standard #3 (1.000, 10%)	Targeted performance is evidenced by the creation of an appropriate context for teaching the lesson in the target language. Context is believable, interesting, and engaging. Students will learn something that is applicable to their lives.	Acceptable performance is evidenced by a related context. Context may seem forced, not authentic, and/or not fully engaging to students.	Unacceptable performance is evidenced by the absence of a context for instruction. Teaching of grammar only occurs. Repetition on the part of the students is used as a method for instruction.	_____ Comments:
Culture: ACTFL PFLE Standard #2 (1.000, 10%)	Targeted performance is marked by the integration of culture into instruction by	Acceptable performance is marked by the attempt to integrate culture into	Unacceptable performance is evidenced by a failure to integrate culture.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	Acceptable (2 pts.) (0 pt)	Unacceptable (1 pts.) (0 pt)	Rating and Score (T, A, or U) (0 pt)
	engaging cultural perspectives, practices, and products. Students question the relationships between and among peoples. Also, students begin to understand the lives and practices of a group of people.	instruction by exploring the practices, perspectives, and products of a group of people. However, the main focus of the lesson may be historical facts, dates, foods, or works of art - and not intercultural understanding.	Teacher candidate presents culture using only the "Frankenstein approach" to teaching culture (i.e. a bullfighter here, a taco there, etc.)	
Assessment: ACTFL PFLE STANDARD #5 (1.000, 10%)	Targeted performance is marked by evidence of the ability to design, report, and reflect on assessment. There is evidence of an assessment plan and systematic ongoing assessment throughout the lesson.	Acceptable performance is evidenced by an attempt to design, report, and reflect on assessment. There is allusion to an assessment plan. No assessment occurs in an ongoing fashion during the presentation.	Unacceptable performance is evidenced by the absence of an assessment plan and/or no evidence of the ability to design, report, and reflect on assessment.	_____ Comments:
Professionalism: ACTFL PFLE STANDARD #6 (1.000, 10%)	Targeted performance is marked by evidence that the teacher candidate interacts effectively within the school,	Acceptable performance is evidenced by the teacher candidate participating in some school activities outside the	Unacceptable performance is evidenced by no community, school, or professional involvement.	_____ Comments:

Performance Assessment

	Target (3 pts.) (0 pt)	Acceptable (2 pts.) (0 pt)	Unacceptable (1 pts.) (0 pt)	Rating and Score (T, A, or U) (0 pt)
	community, and foreign language profession.	classroom.		
Reading, Writing, Listening and Speaking: ACTFL PFLE STANDARD #3 (1.000, 10%)	Targeted performance is marked by evidence of teacher candidate incorporating reading, writing, listening, and speaking activities into each class.	Acceptable performance is evidenced by incorporation of some of the four skills into each class.	Unacceptable performance is evidenced by a failure to incorporate more than one of the skills into each class.	_____ Comments:
Community (1.000, 10%)	Targeted performance is marked by showcasing a strong knowledge and development of collaborative relationships with learners, families and the local community.	Targeted performance is marked by showcasing an acceptable knowledge and development of collaborative relationships with learners, families and the local community.	Targeted performance is marked by showcasing a weak knowledge and development of collaborative relationships with learners, families and the local community.	----------------- Comments