

Clinical Experiences

To ensure that candidates have opportunities for practical experiences as they develop into teachers who are competent, critical thinkers, reflective practitioners, and caring, the Educator Preparation Program requires a minimum of 100 hours of clinical experiences prior to internship. Candidates are to complete their pre-directed teaching Clinical practicum hours during the following four field experiences: Practicum I: Observation (15 hours); Practicum II: Strategies and Activities (10-20 hours); and Practicum III: Methods and Materials (10-35 hours). The directed teaching clinical experience is Practicum IV Observation and Directed Teaching Internship, and consists of a minimum of 480 hours. Consistent with the program's conceptual framework, these field experiences are designed to provide opportunities for candidates to become acquainted with the teaching-learning process within the setting of the public school system through participation in a variety of incremental P-12 on-site experiences. **Candidates are responsible for their transportation to and from all field experiences.**

Type I Practicum: Observation (15 hours in an assigned school)

The initial clinical experience occurs in the Type I Practicum, which is required during EDU200 Foundations of Education. This course is usually taken in either the second semester of the freshman year or the first semester of the sophomore year. This is the candidates' first official clinical experience in which they spend 15 hours in P-12 schools. The primary purposes of this experience are to provide an orientation to the classroom experience and to observe how teacher practitioners facilitate effective classroom management. For many pre-candidates, this is the time when they determine if teaching is really the profession for them. Pre-candidates engage in activities such as:

- correcting papers,
- observing lessons taught by master teachers,
- checking attendance,

- reading stories to small groups,
- listening to a child read a story,
- attending weekly follow-through sessions with the College instructor, and
- maintaining a reflection journal.

Table 1 reflects the program level of the practicum, the course prefix and title, the types of activities and assessments that are required in the on-campus class and during the field experience at a P-12 school, and the candidate outcomes that are addressed from the EPP's Conceptual Framework.

Table 1: Type I Field Experience: Practicum I: 20 Hours of Observing in an Educational Setting

| Program Level | Course Prefix/Title | Type of Assessments | Candidate Outcome(s) |
|---|-----------------------------------|---|---|
| Level I: Pre-Admission: Recruitment and Selection | EDU 251: Foundations of Education | <ul style="list-style-type: none"> • In-course evaluations • Practicum Evaluation • Philosophy of Education/Teaching • Resume/Letter of Application • Reflection Journal | <ul style="list-style-type: none"> • Caring • Reflective Practitioner |

Type II Practicum: Strategies and Activities (10-20) hours per course in an assigned school

The Type II Practicum, includes courses that are open to prospective candidates before full admission to the EPP and also courses that others that can be taken only by teacher education candidates, those officially admitted to the program. An asterisk marks the courses in Table 3 that only teacher education candidates can take.

The Type II Practicum is designed to provide opportunities for participants to be involved in activities that will increase their knowledge of what constitutes the teaching-learning process. Further, the experiences in Practicum II will assist the participants in realizing that the teaching-learning process depends largely on the types of strategies and activities used by the teacher. No one strategy is appropriate for all circumstances. Therefore, one has to build a repertoire of teaching strategies and activities and learn to reflect, evaluate and make decisions about which strategy is likely to be the most effective given the diverse students in the learning setting. To this end, candidates are engaged in the following:

- designing lessons and activities in which **learning** is the focus rather than the teaching,
- designing lessons and activities in which students **think** and are not just being told what to do,
- designing lessons and activities that make learning **connections**. Link students' learning in a particular subject with other subjects and what they are learning outside the classroom,
- designing lessons and activities which are **activity-based** so that students are active participants in the leaning process,

- designing lessons and activities that create a **positive learning environment** that promotes curiosity, encourages students to ask questions in an environment where ideas are treated fairly and given consideration, and
- Designing lessons and activities that help students **learn how to learn**.

Table 2:
Type II Practicum: Strategies and Activities (10-15 hours per course in a PK-6 School)

| Course Prefix/Title | Type of Assessments | Candidate Outcome(S) |
|---|---|--|
| GSC 200: Curriculum, Instruction and Assessment in Science for Elementary Education | <ul style="list-style-type: none"> • Course Evaluations • Lesson Plans • Unit Plans • Evaluation of Teaching • Case Studies • Evaluation of Practicum • Analysis of Lessons • Reflection Logs | <ul style="list-style-type: none"> • Competent • Critical Thinker • Reflective Practitioner • Caring |
| GSC 201 Curriculum, Instruction and Assessment in Science for Early Childhood Education | | |
| EDU 312 Curriculum, Instruction and Assessment in Health and Physical Education for Elementary Education | | |
| EDU 306 Behavior and Development of the Young Child | | |

Practicum III: Methods and Materials (20 hours in an assigned school)

During the Type III Practicum, candidates observe P-12 teachers teaching the content that corresponds with the professional and/or major courses in which they are enrolled (i.e., EDU 207: Methods of Teaching Mathematics for Early Childhood, EDU 401: Methods and Materials for The Elementary School, and EDU 411: Methods and Materials of Teaching in the Secondary School). In addition to observing P-12 teachers, the candidates work collaboratively with the P-12 teachers and the college instructors to do the following:

- develop a two-week standards-based integrated unit for a specific grade level
- teach at least two standards-based lessons from the two-week unit
- undergo an evaluation (ADEPT) of each lesson and conference

- complete a reflection of at least two lessons

Table 3

Type III Practicum: Methods & Materials: 10-30 hours per course in a PK-12 School

| Course Prefix/Title | Type of Assessments | Candidate Outcome(s) |
|--|--|---|
| <p>* EDU 301: Curriculum, Instruction and Assessment for Elementary Education</p> <p>*EDU 311 : Curriculum, Instruction and Assessment for Early Childhood Education</p> <p>*EDU 313: Curriculum, Instruction and Assessment in Social Studies for Elementary Education</p> <p>*EDU 316 Curriculum, Instruction and Assessment in Mathematics for Early Childhood</p> <p>*EDU 317: : Curriculum, Instruction and Assessment in Mathematics for Elementary Education</p> <p>*EDU 400: : Curriculum, Instruction and Assessment in Reading</p> <p>*EDU 406: Curriculum, Instruction and Assessment in Secondary School Science</p> <p>*EDU 407: Curriculum, Instruction and Assessment in Secondary School Social Studies</p> <p>*EDU 413 : Curriculum, Instruction and Assessment in Secondary School Mathematics</p> <p>*EDU 415: Curriculum, Instruction and Assessment in Secondary School English</p> | <ul style="list-style-type: none"> • Course Evaluations • Lesson Plans • Analysis of Lessons • Unit Plans • Visual Displays | <ul style="list-style-type: none"> • Competent • Critical Thinking • Reflective Practitioner • Caring |

Type IV Practicum: Observation and Directed Teaching

| Course: Prefix/Title | Type of Assessments | Candidate Outcome |
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|---|--|--|
| <p>EDU 402:Observations and Directed Teaching (Early Childhood)</p> <p>EDU 403: :Observations and Directed Teaching (Elementary Education)</p> <p>EDU 412: :Observations and Directed Teaching</p> | <ul style="list-style-type: none"> ▪ Cooperating Teacher Evaluations ▪ College Supervisor Evaluations ▪ Program Coordinators Evaluation ▪ Case Study ▪ Long-Range Plans ▪ Capstone Presentation ▪ Research Paper ▪ ADEPT | <ul style="list-style-type: none"> ▪ Competent ▪ Critical Thinker ▪ Reflective Practitioner ▪ Caring |
|---|--|--|