

Appendix 2.2E Clinical Practice Handbook Excerpt: Clinical Curriculum

Clinical Practice Overview

Clinical practice is a period of supervised teaching during which Medgar Evers College School of Education teacher candidates take increasing responsibility for a group of learners over a period of consecutive weeks. During clinical practice, candidates further develop their personal educational philosophy and pedagogical practices, and demonstrate the knowledge, skills and dispositions that they have acquired during their participation in Medgar Evers College (MEC) courses, including early field experiences. Due to time limits, clinical practice does not duplicate all the experiences that first-year teachers have on the job; instead, it is a transitional experience aimed at guiding candidates' development of the following essential teaching competencies:

1. understanding the discipline and making subject matter meaningful.
2. understanding how children learn and can provide support.
3. understanding and providing opportunities for diverse learners.
4. understanding and using a variety of instructional strategies.
5. using an understanding of behavior to create a positive environment.
6. using knowledge of communication to foster collaboration and support.
7. planning instruction based on subject, students individual needs and contexts, community and curriculum.
8. understanding and using formal and informal assessment.
9. seeking opportunities to reflect and grow.
10. fostering relationships with colleagues, parents and agencies to students.

(Adapted from standards set by: Interstate New Teacher Assessment and Support Consortium (INTASC) Principles, Council for Exceptional Children (CEC), Association of Childhood Education International (ACEI) and National Association for the Education of Young Children (NAEYC).

Clinical Practice Objectives

It is important that candidates develop teaching proficiencies and experience professional growth during clinical practice. The clinical practice provides candidates with opportunities to participate in a range of pedagogical activities that are outlined below:

Candidates must know the students in the classroom in terms of cultural and linguistic backgrounds, personal interests, etc. They must know how students' development varies and specific accommodations that promote understanding and facilitate instruction.

1. Long and Short Range Planning

The candidate is expected to engage in both long and short range planning, demonstrating competence in:

- developing and carrying out lesson plans and activity plans.
- planning for individual as well as group needs.
- planning and arranging exhibits for students' work and projects as well as instructional bulletin boards.
- planning and setting up learning centers.
- assessing and critiquing curriculum guides, resource units, teacher manuals, library and audiovisual materials, and other materials in the school, which are pertinent to the teaching experience.
- planning content and integrated curriculum units.

2. Delivery of Instruction (General)

The candidate should demonstrate competence and skill in:

- support their teaching of various sized groups (individual, small group. parts of a learning experience. entire learning experience, 4 or more learning experiences taught sequentially)
- provide feedback through constructive criticism on classroom management and discuss curriculum and explore possible learning experiences
- offer feedback through constructive criticism on appropriate interdisciplinary, thematic curriculum units that advance all areas of students' learning and development, including social, emotional, intellectual and physical competence.
- offer feedback through constructive criticism on integrating technology (if possible) into instruction.

- demonstrating a considerable repertoire of teaching models and methodologies, i.e. presentation, direct instruction, discussion, co-operative learning, concept learning, problem-based.

2a. Delivery of Instruction (Specific Differences)

Candidates should inform their college supervisor and cooperating teacher the Performance Assessment that they are interested in conducting based on their degree program (if applicable).

Early Education N-Grade 2

- Teaching is conducted through language and literacy and should be interdisciplinary thematic unit incorporating other subject areas.
- Teaching must demonstrate acknowledgement of the active nature of young children's learning
- Teaching must be multimodal and engaging
- Teaching must be developmentally appropriate

Clarification of Some Terms

Academic language: Oral and written language used for academic purposes. Academic language is focused only on vocabulary: vocabulary: Includes developmentally appropriate sounds, words, phrases, sentences, and paragraphs that candidates want children to use or create to engage in the learning experience. For example, including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline

Interdisciplinary-Refers to the unit of instruction that is around a theme or a particular aspect of language and literacy development that has connections across multiple disciplines (at least 3). Examples of themes are a particular book (Charlotte's Web), or subject (e.g. birds insects etc.). The subject areas are included in an authentic way that enhances meaning.

Active nature of young children's learning- Practices that promote learning through meaningful authentic experiences with materials and/or people (i.e. by using rich materials, physical action, play, and through relationships that are marked with conversations that generate and ask questions, utilize discovery learning as an instructional strategy)

Developmentally Appropriate-Practice based on research in children's learning and development, children's interests, abilities, and developmental progress, and cultural values and expectations that provide relevant, meaningful and respectful learning.

Engaging- Approaches are included that are motivational and promote children's active involvement in learning tasks including asking critical thinking questions to increase understanding, knowledge, skills, and abilities related to specific learning objectives.

Multimodal-Engagement of children's senses, experiences that build on children's interests (abilities e.g. Gardner's multiple intelligences) while scaffolding them and encouraging growth in challenging areas. Includes technology, which should be active interactive and empower children's construction of knowledge. However, technology is one of many available options to support learning

Elementary Education Grade 1-6

Literacy

- Teaching of an essential language function to develop and practice a literacy strategy (Analysis of characters)
- Teaching of a related language demand making authentic connections between reading and writing
- Teaching related syntax or discourse skills

Math

- Analyze a formative assessment
- Develop a re-engagement lesson based on an error analysis of the formative assessment
- Build conceptual, procedural fluency (computational skills), and problem solving ability

Clarification of Some Terms

Language Related

Language Demands-specific way language is used by students to participate in language tasks

Language Functions-the content and language focus of the learning task represented by active verbs such as analyzing and interpreting a plot

Vocabulary- words and phrases used within the discipline

Discourse- structures of written and oral language specific to the discipline

Math Related

Conceptual Understanding- recognizes label and generates examples of concepts, interrelated models etc.

Problem Solving-Tasks that the solution is not known in advance

Special Education

is obtained

- One ex: Identify one learning goal for a focus learner

-Goals can be academic or non-academic

-However, the learning goals are the focus for the lessons

-Review baseline data for expressive or receptive communication skill related to the learning goal

-If goal is non-academic, explain the goal's application to the IEP

-Goals should provide the opportunity for students to develop, practice and generalize knowledge and skills

-Planned supports are included to scaffold learning

3. Classroom Management

The candidate should demonstrate competence and skill in:

- supervising transition times.
- arranging the classroom for specific instructional purposes.
- managing a class for instruction.
- maintaining classroom rules and procedures.
- employing a variety of techniques for developing appropriate student behaviors and strategies to respond to behavioral problems.

4. Evaluation of Student Learning:

The candidate should demonstrate competence and skill in:

- assessing, analyzing, and interpreting student achievement data as a basis for individual and group planning and instructional decisions.
- constructing tests and other assessment measures.
- administering and supervising standardized test taking;
- maintaining samples of students' work or assessment portfolios.
- reporting student progress to parents in understandable terms.
- observing as a basis for decisions.
- keeping records of students' progress.

5. Professional Roles and Responsibilities

The candidate should demonstrate competence and skill in:

- developing strategies to establish and maintain positive and productive relationships with pupils' families.

- understanding the roles and responsibilities of teachers and demonstrating professional dispositions.
- maintaining positive supportive relationships with school and community leaders and staff.

Guidelines for Clinical Practice

Some candidates at Medgar Evers College will engage in clinical practice while employed in particular schools as aides, paraprofessionals or teachers. Others will be completely new to their clinical settings. In general, however, the following guidelines apply to all candidates.

First Minutes at The School

1. First impressions are lasting impressions. In preparation for the initial visit to the assigned clinical setting, candidates are encouraged to prepare a list of questions to ask the cooperating teacher that facilitates candidates' orientation to the site; such as information regarding school policies and/or handbook, building resources and key offices. Candidates arrive early and dress professionally. Candidates go to the office and sign in the Visitor's Handbook. In preparation for the initial visit with the college supervisor, candidates reviewed the performance assessment materials and confirm the choice of performance assessment (childhood elementary education, early childhood education, special education).

First Time Meeting with the School Based Contact Person and/or Cooperating Teacher

2. Candidates should present to the school-based contact person and to the cooperating teacher the Clinical Practice Placement Letter (See Appendix) and a copy of the weekly class schedule detailing the time and days of their classes. Candidates should discuss expectations for clinical practice, in particular, a consistent weekly schedule of the three days the candidate will come from 8:30 am- 2:45 pm. Also, candidates inquire about non-participatory observation of out-of-class activities, such as, data analysis, faculty meetings ...or participatory observation of out-of-class activities, such as professional development. Additionally, candidates discuss videotaping requirements for clinical practice. The parent permission letter is presented to the cooperating teacher. Candidates discuss how parents are informed about videotaping requirements. Copies of the letter are made and distributed to parents. (See sample introduction letter in Appendix). Candidates request a brief tour of the school. Candidates provide the college supervisor with the copies of the parent permission letters for videotaping and candidates detailed weekly schedule.

Understanding Community Assets

3. Candidates' knowledge about the community assists candidates in the preparation of lessons and working with students and their families. At the beginning of clinical practice after the completion of a school day, candidates plan to tour the surrounding community, in particular, identify resources such as public library and parks, transportation facilities (bus stops and train stations) and information regarding street parking around the school perimeter and neighborhood blocks. What does the community assets tell you about the community's strengths? Candidates ask cooperating teachers about the resources in the area. Candidates visit the community board and bring back brochures identifying community resources to share with cooperating teacher and classroom parents.

4. Candidates schedule a follow-up meeting with the cooperating teacher to establish a clear understanding of classroom and teaching responsibilities. Candidates develop collaboratively with their cooperating teacher a plan of classroom duties and teaching responsibilities for the first week in the classroom. Candidates are encouraged to take the initiative and make suggestions, such as assisting with bulletin boards, clerical duties, and working with individual students and small groups in subjects, if applicable, related to your liberal arts concentration.

5. During the first week of clinical practice, candidates:

- spend some time learning about general rules and policies of the school and reasons for these regulations, become familiar with school procedures concerning safety regulations, fire and security drills, hall or playground supervision, use of the cafeteria and any special services available such as library, counseling, and medical services.
- learn the routines of the class, find out where the supplies are stored and how attendance is kept, become familiar with the textbooks and trade books used in the classroom and learn how they are used.
- become acquainted with the classroom pupils, such as children's names, backgrounds, interests, strengths and challenges. This information is obtained through discussion with the cooperating teacher, observations and student interviews.
- primary type of observation is referred to as participatory observation. Observation is conducted during the course of the day as the candidate carries out classroom tasks and responsibilities.
- begin to work with one child in a specified way; then advance to working with a small group of children and ultimately conduct whole group lessons for part of the day and ultimately for the full day
- observe the cooperating teacher's management techniques and instructional strategies, and request to review the cooperating teacher's curriculum guides and supplementary materials.

Candidate Professionalism

6. In order to build rapport and maintain a collaborative relationship with the cooperating teacher, candidates are encouraged to:

- keep an open mind. Candidates' behavior must reflect that they are a guest in the classroom and are there to learn. Candidates maintains open communication with the

cooperating teacher and college supervisor. Discuss any problems and successes that occur. Candidates must share ideas and feelings early, especially if something is associated with uncomfortable feelings.

- not use the cell phone during clinical practice, unless it is an emergency or a break time.
- learn from all clinical experiences, even when they disagree with their cooperating teacher. If there are concerns or questions regarding the cooperating teacher, such as instructional strategies, discuss the concerns and seek advice from the college supervisor.
- take the initiative in helping out with things in the classroom. Candidates should be proactive and confident; suggest tasks assists the cooperating teacher.
- avoid engaging in negative comments about students, other teachers, and the clinical setting, in any place on the school grounds.
- ask for help with curriculum and lesson plans. Candidates are not expected to know everything.

7. Candidates are encouraged to view clinical practice as a full time job and professional procedures must be followed.

- Clothing is professional and comfortable enough to flexibly move from sitting on the rug, bending down, and reaching up high. Avoid attire and accessories that may be distracting to students and others.
- In the event that an absence or lateness becomes necessary due to personal illness or other extenuating circumstances, the cooperating teacher and the college supervisor should be notified. The candidate should also call the school office by 8:00 am and leave a message with the secretary or principal. A planned absence or lateness, should be discussed with the cooperating teacher at least a week in advance. In the event of excessive absences or lateness, the clinical practice semester will have to be repeated.

8. Candidates continue to enhance their BA program professional portfolio, which provides evidence of their progress towards becoming an effective teacher.

- Candidates select evidence to include that demonstrates the competencies delineated in the NAEYC (National Association for the Education of Young Children), CEC (Council of Exceptional Children) or ACEI (Association for Childhood Education International) and Interstate New Teacher Assessment & Support Consortium (INTASC) Principles. Items such as self-reflections related to standards and self-assessments, unit plans, lesson plans, and videotapes from clinical practice, and most importantly, and samples of

students' work that illustrates the candidates' impact on students' learning during clinical practice should be included.

- Candidates are required to present their professional portfolio to a faculty review committee during the spring semester of clinical practice. The professional portfolio can also be useful in interviews with prospective employers.

Assessment of Clinical Practice

The college supervisor and cooperating teacher formally observe candidates three times in the classroom setting during the semester. In addition, candidates submit to the college supervisor, one videotaped lessons for evaluation for early childhood special education. But the semester that the candidate in the Early Childhood Special Education Program has a nursery clinical practice site, an additional videotaped lesson is submitted. Candidates in the childhood or childhood special education submit only one additional video per semester. College supervisors, based on candidates' needs may schedule additional visits. But, the additional visits are scheduled to observe specific aspects of the candidates' instructional delivery.

As part of clinical practice, candidates are expected to demonstrate an understanding of and use of technology in the classroom to support their instruction and student learning. Candidates are required to complete an inventory of technology resources at their clinical site; integrate technology into one lesson; and include discussion about the effectiveness of their and/ or students' use of technology in a final reflective essay.

Prior to formal lesson observations, candidates are required to seek guidance from the cooperating teacher and college supervisor by scheduling pre-observation conferences with them. Candidates are required to bring a type-written lesson plan (See Appendix) to the pre-observation conferences with their cooperating teachers and college supervisors. It is recommended that following each formal observation, a post-observation conference be held involving the observed candidate, college supervisor and cooperating teacher. The college supervisor, cooperating teacher and observed candidate are required to complete the applicable School of Education Candidate Assessment form (See Appendix) for each formally observed lesson.

Candidates are required to submit to their college supervisor a completed School of Education Clinical Experience Candidate Performance Evidence Packet for each formally observed lesson. Each packet should include the Lesson Plan, completed Evaluation Forms from the cooperating teacher and college supervisor, Assessment Summary of Student Performance Outcomes, Exemplars of Student Work and relevant Reflective Narrative(s) on planning, implementing and the outcomes of the lesson.

Candidates are expected to develop and maintain dispositions appropriate and conducive to the profession throughout their program of study. Candidates' dispositions are assessed at multiple points during their program of study. Formal assessment of candidates' dispositions is completed during the first semester of clinical practice. During the evaluation process of the second formal lesson observation, the college supervisor and cooperating teacher assess candidates' dispositions using the School of Education Disposition Assessment Point 3 form and Teacher-Student Interactions Checklist (See Appendix revising). Candidates who perform at the unsatisfactory and/or emerging levels in area of the dispositions assessment will be required to

meet with their college supervisor and/or the Department Chair to discuss the assessment and develop a plan for improvement. Candidates who receive (-) notations on the Teacher-Student Interactions Checklist will be asked to reflect on their interactions with students and focus on improving these areas during their clinical practice. Candidates who perform at the competent level in any area of dispositions assessment will be responsible for independently enhancing/monitoring their performance in the indicated area(s).

APPENDIX

Clinical Practice Placement Requirements*

BA DEGREE PROGRAM	SEMESTER I (Minimum 14 weeks/150 hours)	SEMESTER II (Minimum 14 weeks/150 hours)
Early Childhood Special Education (ECSE)	Nursery (3 days/7 weeks) and Pre/K or Kindergarten (3days/7weeks) Special Education Setting or Inclusive Setting	Grade 1 or 2 Special Education Setting or Inclusive Setting
Childhood Special Education (CSE)	Grade 4, 5, or 6 Special Education Setting or Inclusive Setting	Grade 1, 2, or 3 Special Education Setting or Inclusive Setting
Childhood Education (CE)	Grade 4, 5, or 6	Grade 1, 2, or 3

* Semester site requirements can be modified by School of Education only. Sometimes lower grades are assigned first semester, and upper grades assigned second semester. This order is flexible and subject to site assignments.



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School of Education

CLINICAL PRACTICE TIME LOG

Candidate: _____ EDUC _____ Semester: _____

Clinical Site: _____ Address _____

Cooperating Teacher: _____ Class: _____

General Ed. _____ Special Ed. _____ Inclusion: _____

(Report time in intervals of hours and ½ hours)

A= Observing B=Assisting & Other School Activities C=Teaching T=Total Amount of hours per day

Week of: Mon. Tues. Wed. Thurs. Fri. Total

	A	T	A	T	A	T	A	T	A	T	
	B		B		B		B		B		
	C		C		C		C		C		
	A		A		A		A		A		
	B		B		B		B		B		
	C		C		C		C		C		
	A		A		A		A		A		
	B		B		B		B		B		
	C		C		C		C		C		
	A		A		A		A		A		
	B		B		B		B		B		
	C		C		C		C		C		
	A		A		A		A		A		
	B		B		B		B		B		
	C		C		C		C		C		
	A		A		A		A		A		
	B		B		B		B		B		
	C		C		C		C		C		

Total Time: _____

Date of Formal Observations: _____

College Supervisor _____ Date: _____

Print

Signature

Cooperating Teacher _____ Date: _____

Print

Signature