

Clinical Field Experience Guide

TCH 216

Principles and Practices for Teaching in Secondary Education

**Illinois State University
College of Education
School of Teaching and Learning**

Introduction

In the field of education, a teacher's primary responsibility is to influence the work of others. Your maturation as a future teacher is directly influenced by your own willingness to learn from those around you. This field experience will provide an opportunity to continue your growth through the mentoring of an experienced teacher. This is an important step toward transitioning from a student of teaching to a teacher of students. This handbook is designed to provide an overview of the experience and guidelines for this clinical experience.

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The Goals of Field Experience are to:

- Complete a one semester clinical experience at designated school site.
- Observe and reflect on classroom instruction.
- Design and deliver multiple class periods of instruction that meets the needs of adolescent learners.
- Develop and utilize methods of evaluation.
- Use effective classroom management strategies.
- Reflect on your teaching and your experience in and out of the classroom setting.

The Activities within the Field Experience may include, but are not be limited to:

- Classroom Observations
 - Observing a variety of teaching and learning situations.
- Classroom Instructional Support
 - Taking attendance, handing back papers.
 - Preparing materials (such as bulletin boards and handouts).
 - Preparing and managing the physical or online environment.
 - Grading student papers, exams, quizzes.
 - Investigating research associated with teaching and learning strategies.
- Classroom Instruction
 - Delivering short presentations to students.
 - Facilitating small group work in class, library, or other settings.
 - Supervising groups during work sessions.
 - Tutoring individual or small groups of students.
 - Team teaching with your cooperating teacher or a peer.
 - Teaching and managing a classroom.
 - Providing students with appropriate feedback, praise, and positive reinforcement.
 - Creating and implementing lesson plans and assessment strategies associated with classroom instruction.
- Professional Interactions

- Attending extracurricular or co-curricular events.
- Attending professional meetings.
- Attending parent-teacher meetings.

Field Experience Evaluation

Clinical Requirements

Field Placement Site

Most TCH 216 students will complete this field experience at University High School, the Illinois State University laboratory school (for information on University High School see <http://www.uhigh.ilstu.edu/aboutus.htm>). However, some teacher candidates (such as German, Family and Consumer Science, and Agriculture) will be placed at other schools because their specific courses and subjects are not available at the laboratory school. TCH 216 students in those majors (and on rare occasions other majors that have more TCH 216 students than University High School can handle) will work with the Lauby Center to find a suitable field placement. There are generally several options for those students that include either completing the experience at another local school in their major or completing the experience at University High School in a classroom that is outside, but related to, their major.

Clinical Hours/Laboratory Enrollment/Alternative Placements

TCH 216 students are required to complete 53 clinical hours for this course. Every effort is being made for teacher candidates to have a **progressive clinical field experience**, in which the TCH 216 students become increasingly more involved in their classrooms throughout the semester. These hours will contain a variety of activities that will include observing, providing instructional support, working collaboratively with your cooperating teacher (CT), and teaching at least three consecutive lessons.

TCH 216 students must be registered for a laboratory section of 216. The laboratory time is the scheduled time that the TCH 216 students are expected to attend their CT's classroom. The labs meet for one hour every Tuesday, Wednesday, and Thursday, beginning after the orientation at University High School. For TCH 216 students that are not placed at University High School must still be registered for a laboratory section. Due to travel time, school schedule, and the cooperating teachers' schedule, TCH 216 students may need to be flexible regarding the days and times of observations.

The majority of the clinical hours will take place during the **required laboratory section** of this course. During the assigned laboratory time, teacher candidates will observe their cooperating teacher, work on instructional support duties, and complete their teaching. Other clinical hours will be earned through meetings with the CTs, planning and grading, and attending extracurricular events. The time that is spent related to this field experience must be documented on the log sheet (found at the end of this document). Information, documentation, and forms related to this field experience can be found at <http://www.uhigh.ilstu.edu/blogs/candi/>. The more time spent at the school observing and

working with the cooperating teacher and other teachers, the more comfortable teacher candidates will be when they teach, resulting in a more positive overall experience.

All placements, including alternative, self placements, must include the following:

- 1. The clinical cannot begin until the orientation date on the clinical calendar**
- 2. You must complete at least 53 hours of combined observation and instruction**
- 3. You must have a cooperating teacher/supervisor with teaching experience and expertise in the class and/or topic you will plan and teach**
- 4. You must complete at least 5 hours of observation of your cooperating teachers'/supervisors teaching**
- 5. You must plan instruction for at least 3 consecutive days. The lesson plans must be reviewed by the cooperating teacher. The cooperating teacher must be present when the lessons are implemented and must provide feedback on the instruction.**
- 6. The cooperating teacher/supervisor and student must meet and discuss the clinical evaluation at the end of the clinical experience.**

A breakdown of the minimum hours can be found below:

Initial Meeting with Cooperating Teacher at University High School, Regional Alternative School, or alternative placement site	1 hours
Scheduled Lab Sessions (usually Monday-Thursday): Activities during the lab sessions should include observations, PD sessions, teacher assisting activities, instructional support opportunities, and at least 3 days of teaching	40-50* hours
Meetings and/or communication with CT; Preparation and evaluation time for teaching	10 hours
Total (approximately)	53-56 hours
The above includes a minimum requirement for your clinical experience. You are encouraged to do more to provide an enriched experience.	

*** Summer Placements vary by site therefore hours can vary**

Field Experience Calendar

As previously described, the field experience contains opportunities for conducting observation, providing instructional support, collaborating with your cooperating teacher, and teaching at least three consecutive lessons. In general, the experience can be divided into three components; observing, assisting, and teaching. The calendars below represent the ideal schedule for students placed both outside of and within University High School.

Student Name:			TCH Instructor:	
Cooperating Teacher:			Clinical Time:	
Class / Subject:			Classroom:	
DATE	Time In	Time Out	Activity	Signature

Total Clinical Experience Time Requirement: 53-56 hours. Includes 10 hours planning and communication with CT. Includes total lab time of approximately 40 hours (Including observations of CT and another teacher if possible, 5 hours of TA work, 3 hours of teaching, additional hours of observation of CT, etc.).

Summative Evaluation

TCH 216 Clinical Experience Summative Evaluation

- The summative evaluation of your field experience will be conducted using the following form and will be submitted by the electronically.
- CTs will receive the form at the start of the experience and should contact Allison Meyer, aameyer@ilstu.edu or at (309) 438-0193 with any questions.
- You will receive a printed or emailed copy of the summative from your CT. Or, you can contact Dr. Meyer for a copy. Your program will receive a copy automatically.

Planning and Preparation		Total Section Points: _____ / 25				
Exemplary 25 24	Proficient 23 22 21	Needs Improvement 20 19 18			Unacceptable 17 and below	Not Able to Assess
Demonstrates knowledge of content and pedagogy (PCK 6)	Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess	
<i>Examples:</i> <ul style="list-style-type: none"> • Has the required knowledge of content • Understands general and content-related pedagogy • Understands the age group being taught and their abilities • Understands the use of appropriate technology in the content area. 	<i>Comments regarding strengths or areas for growth:</i>					
Designs coherent instruction (CL 5, D.1)	Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess	
<i>Examples:</i> <ul style="list-style-type: none"> • Used student information to prepare extensive, learner centered lesson plans • Created plans with clear goals/objectives aligned to standards • Plans are detailed and complete • Designed lesson in collaboration with the Cooperating Teacher 	<i>Comments regarding strengths or areas for growth:</i>					
Designs appropriate student assessment	Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess	
<i>Examples:</i> <ul style="list-style-type: none"> • Assessments are aligned with instructional goals • Assessments are clear, well-developed, and developmentally appropriate 	<i>Comments regarding strengths or areas for growth:</i>					

The Classroom Environment		Total Section Points: _____ / 20				
Exemplary 20 19	Proficient 18 17	Needs Improvement 16 15		Unacceptable 14 and below	Not Able to Assess	
Maintains an environment of respect and rapport (LE 3)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Interacts in a positive and respectful manner with students • Has clear expectations for learning and achievement • Is excited and engaged in teaching 		<i>Comments regarding strengths or areas for growth:</i>				
Manages classroom procedures (LE 4, P 1)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Utilizes the physical space appropriately • Maintains accurate records • Manages instructional groups, materials and supplies well 		<i>Comments regarding strengths or areas for growth:</i>				
Manages student behavior		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Maintains a safe classroom • Uses appropriate classroom management techniques • Responds appropriately to student behavior issues 		<i>Comments regarding strengths or areas for growth:</i>				
Emotional Maturity: ability to adjust one's emotional state to suitable level of intensity in order to remain engaged with one's surroundings (edDispositions)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Uses self-disclosure appropriately • Accepts feedback from others 		<i>Comments regarding strengths or areas for growth:</i>				
Flexibility – willingness to accept and adapt to change (edDispositions)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Demonstrates willingness to apply a problem-solving approach • Maintains positive attitude when necessary changes occur in less than ideal situations 		<i>Comments regarding strengths or areas for growth:</i>				

Instruction		Total Section Points: _____ / 25				
Exemplary 25 24	Proficient 23 22 21	Needs Improvement 20 19 18		Unacceptable 17 and below	Not Able to Assess	
Demonstrates appropriate teaching skills (ID 1, ID 2, ID 3, ID 4)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Is clear and articulate while teaching • Uses instructional time appropriately • Provides transitions between learning activities • Uses a variety of explanations and representations of concepts. • Varies role as needed throughout instruction 		<i>Comments regarding strengths or areas for growth:</i>				
Engages students in learning (DI 2)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Stimulates and maintains student interest and engages each student • Uses good questioning and discussion techniques • Successfully uses a variety of relevant and meaningful learning activities • Responds to student needs during instruction and alters instruction as needed 		<i>Comments regarding strengths or areas for growth:</i>				
Uses appropriate assessment in instruction (A 1, A 3)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Assessment matches the lesson objectives • Uses a range of formal and informal assessment techniques • Provides high quality and timely feedback • Uses assessment information to evaluate student learning 		<i>Comments regarding strengths or areas for growth:</i>				

Professional Responsibilities		Total Section Points: _____ / 20				
Exemplary 20 19	Proficient 18 17	Needs Improvement 16 15		Unacceptable 14 and below	Not Able to Assess	
Reflection: ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future (edDispositions/DI 1, P 2)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Demonstrates accurate self-analysis regarding one's own strengths, weaknesses, biases and/or prejudices • Identifies strengths and challenge areas 		<i>Comments regarding strengths or areas for growth:</i>				
Reverence for Teaching and Learning: demonstrates respect and seriousness of intent to acquire knowledge and pedagogical skills (edDispositions/P 7, P 8)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Demonstrates positive attitudes and enthusiasm toward learning and subject matter mastery • Values instructional time (e.g. arriving at class/clinical on time) • Values learners' instructional time (i.e. prepared lesson plans and/or materials, cognitively engaged, keeping students on task, knowing students, etc) 		<i>Comments regarding strengths or areas for growth:</i>				
Responsibility: the ability to act independently, demonstrating accountability, reliability, and sound judgement (edDispositions)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Complies with procedures/regulations within university and/or school/district • Strong work ethic (attendance, punctuality, reliable, professional attire for context/situation, initiative, perseverance, fairness, commitment to quality in all endeavors) • Takes action to solve problems 		<i>Comments regarding strengths or areas for growth:</i>				
Respect: ability to honor, value, and demonstrate consideration and regard for others (edDispositions/CL 2)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Uses appropriate professional and respectful tone and language in communications • Demonstrates consideration, empathy, and care for others (peers, colleagues, students) 		<i>Comments regarding strengths or areas for growth:</i>				
Collaboration (ability to work together; exchange ideas; share in the learning process; respect different perspectives; build consensus by communicating efficiently and effectively) (edDispositions)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> <ul style="list-style-type: none"> • Cooperates and maintains a positive relationship with others (i.e. peers, colleagues, families, students, etc) • Effectively communicates (verbally, nonverbally, and digitally) with others • Listens and is responsive to suggestions 		<i>Comments regarding strengths or areas for growth:</i>				
Honesty/Integrity: ability to demonstrate truthfulness to oneself and to others; demonstrate trustworthiness (edDispositions)		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<ul style="list-style-type: none"> • Communicates with honesty and integrity 		<i>Comments regarding strengths or areas for growth:</i>				

Clinical Experiences Responsibilities		Total Section Points: _____ / 10				
Exemplary 10	Proficient 9	Needs Improvement 8		Unacceptable 7 and below		Not Able to Assess
Teacher Aid Work		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> • Demonstrated quality performance as a teacher aide		<i>Comments regarding strengths or areas for growth:</i>				
Professional Development Session (UHigh Placements)		Attended Both	Attended One	Unacceptable	Not Able to Assess	
<i>Examples:</i> • Attended two professional development sessions led by UHS faculty.		<i>Comments regarding strengths or areas for growth:</i>				
Clinical Hours		Exemplary	Proficient	Needs Improvement	Unacceptable	Not Able to Assess
<i>Examples:</i> • Student attended to the clinical, in terms of the required hours, as expected						

Total Points _____ / 100