

Lane College

State Specialty Area Licensure Program Report for Initial Approval Elementary Education

(Endorsement in Elementary Education K-5)

Teachers as Innovators (4C's)



Clinical Experience Handbook

Educator Preparation Program

Table of Contents

Clinical Experience.....	3
Mission Statement.....	4
Clinical Experience Introduction.....	5
Overarching Unit Goals.....	6
Conceptual Framework.....	7
Educator Preparation Program Learning Outcomes.....	8
Levels of Clinical Experience.....	10
Goals and Activities.....	11
Policies and Procedures for Student Teaching.....	12
Clinical Experience Violations.....	15
Placement Protocol.....	16
Clinical Practice (Student Teaching)	16
Application for Clinical Practice	
Pre-requisites and Eligibility Requirements.....	18
The Professional Seminar.....	18
General Roles and Responsibilities.....	19
Pacing Guides.....	21
Forms.....	22
Field Log.....	23
Classroom Observation/Field Experience Form.....	24
TEAM Observation/Evaluation Form.....	25
Reflective Log.....	26
Disposition Form.....	28
Field Experience Evaluation Form.....	32
Summative Evaluation/Student Teaching.....	33

Lane College Clinical Experience

Welcome to the Clinical Experience component of the Educator Preparation program. Past graduates often describe this as an enjoyable and rewarding part of their education program. Cooperating/Mentor Teachers often report that the presence of our teacher candidates in their classroom adds to their own professional and personal enrichment.

At the Lane College Educator Preparation Program, we are proud of the long-standing and successful partnership between the Faculty of Education and our local schools. We, therefore, also extend a warm welcome to our Cooperating/Mentor Principals and Teachers. Your hard work and dedication to our program is vital for its ongoing success and is truly appreciated. We hope to offer as much support as possible to all stakeholders. Please do not hesitate to direct any questions to the Field Experience Coordinator or to any of the faculty representatives in the course of their school visitations.

The Clinical Experience Handbook informs candidates, teachers, principals, faculty advisors and school board personnel about the expectations, policies and procedures that are designed to make this experience as effective and enjoyable as possible for all participants.

Best wishes for a successful and enjoyable year.

Dr. Cell Waller, Director

Mission Statement

The Educator Preparation Program is committed to the preparation of 21st century teachers who understand the complexities of learning and teaching which encompass inclusion, equity, and social justice. This work is enhanced by a liberal studies foundation that encourages breadth of knowledge, interdisciplinary and international perspectives, engaged inquiry, and intellectual curiosity. We strive to prepare teacher candidates to possess the 4 C's; Caring, Committed, Culturally Responsive, Competent educators who possess a deep knowledge in their field of study and also work collaboratively to achieve high quality education for all.

The organizing theme of the Educator Preparation Program is “teachers as innovators”. We strive to help our candidates build and construct new methods, ideas, and strategies for meeting the challenging and diverse needs of today’s students.

Clinical Experience Introduction

This guide is to provide information on the policies and procedures related to Clinical Experiences within Lane College's Educator Preparation Program. Clinical Experience is a highly valued component of the Educator Preparation Program, housed in the Educator Preparation Program. Clinical Experience is the cornerstone of an effective education preparation program and is integral in developing an effective, reflective practitioner. The overarching goal of clinical experience is to bridge theory and practice.

Clinical Experience, as defined by Tennessee State Board Policy 5.504, *shall include field experience and clinical practice that provides feedback and support for each candidate and provides candidates with opportunities to demonstrate the ability to positively impact student learning and shall be designed and implemented cooperatively with LEA partners*. Clinical experiences are categorized as either a Field Experience or Clinical Practice:

Field Experiences: *Field experiences shall provide early and ongoing practice opportunities to apply content and pedagogical knowledge in settings reflective of the grade span and specialty area in which the candidate is being prepared.* As Teacher Candidates progress in coursework, field experiences are designed to practice pedagogical knowledge. Teacher Candidates may have Field Experience placements in either a PreK-5 classroom or within community organizations working with diverse student populations. Lane values experiences where teacher candidates can work with students in one-to-one, small group, and large group instructional activities with direct oversight from a licensed teacher or mentor. Field Experience at the undergraduate level is called **First or Second Benchmark**.

Clinical Practice: *Clinical practice shall provide candidates with intensive and extensive school-based responsibilities, assignments, tasks, and assessments that demonstrate a candidate's progressive development of the professional knowledge, skills, and disposition to be effective educators.* Clinical Practice at the undergraduate level is called **Third Benchmark**. Clinical Practice at Lane is an opportunity for Teacher Candidates to participate in diverse educational settings and to apply the concepts learned in applicable course work. The Fourth Benchmark occurs at the end of Clinical Practice and the program or known as completion.

Overarching Unit Goals

Unit Operations Goals

- Meet state and national standards for the Unit.
- Ensure the excellence of all licensure programs in the Unit.
- Respond to the needs of the regional and state-wide teaching community. Unit Program Goals

- Meet the state and national standards relevant to the various programs.
- Meet the Unit Goals for candidates through the various programs.
- Continue to build strong partnerships with stakeholders.

Unit Candidate Goals

- Candidates demonstrate knowledge of the depth, breadth, and interdisciplinary connections inherent in the specialty area discipline studied.
- Candidates are knowledgeable of subject matter in order to create meaningful learning experiences for all learners.
- Candidates develop skills necessary for self-reflection and use this reflection to support student learning and development.
- Candidates demonstrate professional dispositions in varied educational settings with regard to a diversity of students and all members of the school community

Conceptual Framework

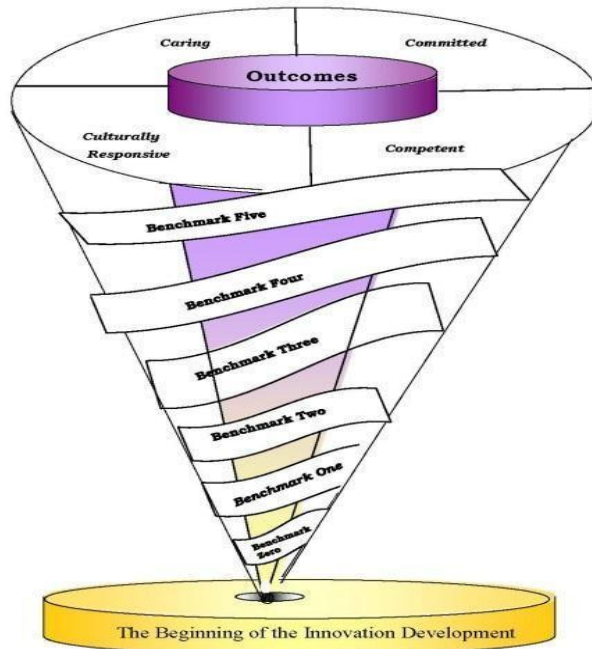
Description of the Conceptual Framework

A graphic schema was constructed to incorporate the Educator Preparation Program's Conceptual Framework. The six ribbons in the schema symbolize our benchmarks. Each benchmark provides information regarding how our teacher candidates matriculate through the program. The top of the spiral represents the expectations held by faculty that graduates will be caring, committed, competent and culturally responsive urban educators. The faculty uses the acronym 4C's to refer to the spiral construction model.

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Learning Outcomes

Expected Outcomes Lane

In developing the conceptual framework, the Conceptual Framework Committee identified four core outcomes that are significant to the development of a unique kind of professional who is specifically equipped to effectively serve urban populations. To this end, the EPP prepares *caring, committed, competent, and culturally responsive* professionals who will work effectively in all school settings, with a focus on the needs of *urban* communities. To assure that candidates meet these outcomes, the unit has developed a set of 21 proficiencies, which identify the knowledge, skills, and dispositions that candidates must show mastery upon exit from the programs. The proficiencies have been designed to ensure candidates meet the four unit developed outcomes within the context of the state and national standards to which they are accountable.

Proficiencies are organized into three categories, with proficiencies for committed and culturally responsive educators combined in one category.

(K) Knowledge

(S) Skill

A List of Candidate Proficiencies

A competent educator:

1. demonstrates knowledge of the content that is being taught, and is able to assist students in the process of mastering content through the use of research-based practices; **(K)**
2. demonstrates the capacity to problem solve, and to think critically and reflectively; **(K)**
3. demonstrates an understanding of human development, and the ability to act on this understanding; **(S)**
4. demonstrates an understanding of classroom organization, planning, and management and the ability to act on this understanding; **(S)**
5. demonstrates an understanding of learning as a socially mediated, constructive process, and the ability to act on that understanding; **(S)**
6. demonstrates an understanding of effective communication and collaboration strategies; **(K)**
7. demonstrates an understanding of research, assessment and evaluation as ongoing processes involving multiple sources of information and techniques; **(K)**
8. demonstrates an understanding of the importance of involving families, communities, and colleagues in the education of all children, and the ability to act on this understanding; and **(S)**
9. demonstrates knowledge of current technology in educational practice, and the ability to apply it in a classroom or school setting. **(S)**

A committed and culturally responsive educator:

10. acts on the belief that *all* children can learn and creates instructional opportunities that adapt to learners from diverse cultural backgrounds and with exceptionalities; (K)
11. demonstrates an understanding of the urgency to accommodate the nature and needs of each learner, and is able to act on this understanding; (S)
12. demonstrates a commitment to high moral and ethical values; and (K)
13. assumes accountability for the outcomes of instruction, and continually validates the effects of his/her choices and actions on others. (S)
14. values and appreciates cultural differences within a classroom or school setting and is able to apply an understanding of cultural and linguistic diversity to the design and implementation of instruction. (K)

A caring educator (dispositions)

15. understands the right of *all* students to have access to a curriculum that allows them to develop to their full potential, and is able to act as an advocate for students in this respect;
16. maintains confidentiality;
17. demonstrates appropriate behaviors during class settings and in the work environment. The candidate has been alert and responsive, consistently.
18. demonstrates respect for the profession;
19. demonstrates punctuality in arrival to class, practicum, student teaching, field experience meetings, etc.
20. demonstrates the ability to compromise and to respect others' opinions during group work;
21. participates in professional development activities that were recommended.

Levels of Clinical Experience

Each teacher candidate will complete three levels of field experiences.

During Level 1, candidates are engaged in classroom observations and assignments that address beginning levels of becoming an exemplary educator. Foundations of Education(EDU230) requires a reflective journal in which candidates can analyze and reflect upon their experiences within the classroom as they observe the activities of the educator and their interactions with the students. Additionally, during level 1 candidates are required to formulate a community profile which provides a better understanding of the importance of the relationship between the educator and the stakeholders within the community.

During Level 2, candidates will start applying best practices in field experiences that will occur during the content and specialty area courses. Teacher candidates begin independent planning and execution of lessons/units, connect educational philosophy, research, and theory to his/her own practice. For example, EDU 351, Literacy II, will involve literacy instruction for students in the second through the fifth grade. Candidates will participate in field assignments such as word recognition/fluency demonstrations and read alouds with students to engage in individual and class instruction activities. These assignments will occur in a Title I school to provide experience in a diverse environment. Activities, course outcomes, and assignments during level 2 prepare candidates for Level 3.

Level 3 clinical practice is a semester-long, full-day experience in a public school. Student teaching (EDU 430) will be approximately fifteen weeks and is the candidate's culminating event, where they will apply all they have learned in previous coursework and field experiences. Candidates will be observed and evaluated to show mastery of content, pedagogy, and expectations of a professional teacher. Candidates will analyze and reflect upon their experiences to further enhance candidate development.

Level 1

- EDU 230 Foundations of Education 20 hours

Level 2

- EDU 232 Curriculum & Instruction 20 hours
- EDU 337 Teaching Elementary Math 10 hours
- EDU 333 Elementary Social Studies 10 hours
- EDU 334 Teaching Elementary Science 10 hours
- EDU 340 Multicultural Settings 10 hours
- EDU 350- Literacy I: Emergent Literacy Methods Course 10 hours
- EDU 351 Literacy II: Literacy Instruction for Grades 2nd – 5th 20 hours
- EDU 338 Reading and Writing 20 hours

Level 3

- EDU 430 Enhanced Student Teaching 15 weeks

Clinical experiences will systematically provide candidates opportunities in a variety of settings and sequentially allow candidate development throughout the program. For example, during level 3, candidates are expected to observe and participate in different settings (special education and ELL/ESL) while at their Clinical Practice sites. The EPP has established collaborative relationships with P-5 school and community partners that define competencies candidates must demonstrate in meeting program entry, preparation, and exit requirements.

Goals and Activities

Goals for Content Courses Field Experience

- ✓ Observe and reflect on specific content classroom instruction.
- ✓ Design and deliver specific content instruction that meets the needs of diverse learners.
- ✓ Develop and utilize methods of evaluations for specific content.
- ✓ Use effective classroom management strategies in specific content classes.

Activities in courses Clinical Experience may include, but are not limited to:

- Classroom Observations
 - Observing a variety of teaching and learning situations.
- Classroom Instructional Support
 - Assist with logistical classroom routines
 - Preparing instructional materials
 - Prepare and manage the physical or online environment.
 - Assess student papers, exams, quizzes.
 - Provide students with appropriate feedback, praise, and positive reinforcement.
- Facilitating/chaperoning field trips. ○ Investigating research associated with appropriate teaching and learning strategies.
- Classroom Instruction
 - Delivering short presentations to students.
 - Facilitating small group work in class, library, or other settings.
 - Supervising groups during learning centers.
 - Tutoring individual or small groups of students.
 - Team teaching with a clinical mentor, teacher or peer.
 - Teaching and managing a classroom.

- Creating implementing unit plans, lesson plans, and assessment strategies associated with classroom instruction.
- Professional Interactions
 - Attending extracurricular or co-curricular events.
 - Attending professional meetings.
 - Attending parent-teacher meetings.
 - Attending district professional development

Policies and Procedures for Clinical Experiences

Conduct: All TCs must conduct themselves in a professional manner at all times and demonstrate the Dispositions necessary to become an effective educator. At all times, the TC should consider themselves preservice teachers. The TC must follow the rules of the school system or organization where placed, in addition to the University’s policies. At all times the TC must implement the mission of the EPP.

- Cell phones: Cell phones are not permitted for personal use during time in the field.
- Technology: TC’s should only bring and use a laptop/tablet for use during class lessons if approved by the Mentor Teacher. TCs are not allowed to use devices for personal use or to work on coursework while at their placement. TCs must adhere to the technology usage policy followed by the school district.
- Social Media: TC’s are not allowed to use personal social media for any communication with minors or parents of minors while at their placement. TCs should not post comments about their clinical experience, pictures of Mentor Teacher, P-12 students, or events at their placement, or have any communication with parents or guardians. In addition, TCs are expected to remove any inappropriate pictures or commentary on their personal social media sites. TCs should make all social media accounts private during their placement. Information on any social media accounts will be reviewed for professionalism. Postings on your social media sites (i.e., Facebook, Twitter, Instagram) deemed inappropriate or unprofessional by the EPP placement site or school system can lead to a disqualification hearing and removal from the clinical experience placement.
- Professional Ethics: The TC must model moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity during clinical practice. The TC must model a commitment to intellectual, moral, and professional virtues. Defamatory comments about the following: placement, its students, staff, community, Lane’s EPP, and the EPP’s faculty and staff, will not be tolerated.

- **Racial/Gender Insensitivity:** The TC must understand their classroom will be full of differing views, multiple races/ethnicities, and genders. An effective educator can navigate these dynamics and still produce an excellent educational environment where all students will be safe and successful. Showing fair and unbiased equity is the expectation of every Lane TC. Any derogatory language (verbal or written) and/or actions towards a specific group (ex. Political), race/ethnicity, and/or gender/sexuality will not be tolerated and can lead to immediate removal from the clinical experience placement and program, pending disqualification review.

Background Check and Liability Insurance: Prior to being allowed to begin any clinical experience, a current, clean Tennessee background check and active liability insurance must be on file with the Educator Preparation Program. Per State policy, Teacher Candidates shall be denied admission to educator preparation programs and not allowed to complete clinical experiences if they have been convicted of any of the following criminal offenses, as provided in the Rules of the Tennessee Board of Education 0520-2-4-.01.

- Murder in the first degree
- Murder in the second degree
- Especially aggravated kidnapping
- Aggravated kidnapping
- Especially aggravated robbery
- Aggravated rape
- Rape
- Aggravated sexual battery
- Rape of a child
- Aggravated child abuse
- Aggravated rape of a child
- Sexual exploitation of a minor involving more than one hundred (100) images
- Aggravated sexual exploitation of a minor involving more than twenty-five (25) images
- Especially aggravated sexual exploitation of a minor
- Manufacture of a controlled substance
- Delivery of a controlled substance
- Sale of a controlled substance
- Possession of a controlled substance with intent to manufacture, deliver, or sell the controlled substance

A background check is required to be completed and documented results on-file in the Lane EPP prior to any clinical experience. At no time, may a Teacher Candidate (TC) be involved in a clinical experience unless it has been confirmed by the EPP that the background check results are clear. Results are sent directly to the EPP, but it is the TC's responsibility to ensure that results have been received. When the background check is completed, the TC must retain the receipt in

case there is an issue with the results being sent. Results are valid for four years so long as the TC remains consecutively enrolled in the EPP unless otherwise required by the Director of the EPP.

However, prior to being allowed to register for the Clinical Practice (Student Teaching), the TC must have background check results no older than one year unless deemed otherwise by the EPP. If the background results were completed over one year prior to the start of the clinical practice semester, the TC must complete the background check again. Rarely, the Educator Preparation Program will accept background checks that were completed for other purposes. In order for the TC to use a prior background check, the following requirements must be met:

- A Tennessee Bureau of Investigation (TBI) Child Related Worker/Volunteer/Private
- Must not be more than one-year-old
- It is the responsibility of the TC to provide documentation to the EPP and the TC must confirm that results have been received prior to beginning the clinical placement.

Liability Insurance must be purchased from one of the three providers below:

- [Professional Educators of Tennessee \(PET\)](#): Valid for one year at the time of purchase. Membership benefits include access to the professional organization. Select student membership.
- [National Educators Association \(NEA\)](#): Valid from September 1st (or at time of purchase)-August 31st. Membership benefits include access to the professional organization. If you purchase membership after June 1st, it will cover you until August 31st of the following calendar year. Select Student Membership.
- [American Association of Educators \(AAE\)](#): Valid for one year at the time of purchase. Membership benefits include access to the professional organization. Select student membership.

Disclosure Requirements:

Candidates MUST provide full disclosure to the EPP within 5 days of any misdemeanor, felony conviction or neglect conviction that occurs after the initial background check.

Dress Code and Personal Hygiene: TCs are expected to present themselves in a professional manner in all Clinical Experiences in regard to personal hygiene and appearance. At minimum the TC must adhere to the dress code at the placement site, but the following are examples of attire that are not permitted at any time: Yoga pants, anything see-through, short, tight, or low cut clothing, flip-flops, slides, strapless shirts, tights and sweater dresses, leggings worn as pants,

or faded or ripped clothing. TCs are also required to maintain a high level of personal hygiene. Due to some individual's smell sensitivity, strong odors are not allowed. Strong smelling perfume and/or deodorant is also discouraged due to the distraction it may cause. TCs who violate dress code or are asked to leave due to inappropriate attire may be dismissed from the program.

Clinical Experience Violations

Teacher candidates are expected to adhere to all policies and procedures set forth by Lane's Code of Conduct, the Department of Education, as well as the partnering school districts and organizations. Teacher Candidates who breach protocol for any of the following reasons may be dismissed from the Educator Preparation Program and may forfeit the opportunity to gain licensure:

- The appropriate school authority requests that the candidate be removed.
- The Clinical Mentor and/or Clinical Supervisor believe circumstances are such to prevent either the development or maintenance of a satisfactory learning environment.
- Unethical behavior exhibited by the candidate (e.g., plagiarism, sexual harassment, inappropriate use of technology/social media, use of alcohol or drugs).
- Any evidence of a lack of sensitivity to multicultural situations is portrayed by the candidate (e.g., use of inappropriate terminology in reference to a particular ethnic group).
- A decision has been reached and documented with appropriate paperwork that the candidate cannot receive a satisfactory grade due to lack of professional growth and/or performance.
- Excessive absenteeism, tardiness, and/or failure to comply with established rules and policies on part of the candidate are evident.

Teacher candidates who are asked to leave their placement for any reason may be dismissed from the EPP. At the time of removal, the TC must meet with the Director, Clinical Experience Coordinator, and Clinical Supervisor to determine if remediation is an option. The remediation plan will be set at this meeting. If remediation is not an option, the TC will not receive credit for the placement. If the TC does not satisfactorily follow the remediation plan, the TC may be removed from the EPP and not allowed to continue with the licensure program in the future.

Placement Protocol

In the interest of fairness and consistency, the following policy for practice teaching is applied equally and without exception to all teacher candidates. Classroom placements are arranged with the following school districts in which Partnership and MOU agreements are in place.

- ✓ Candidates may not be involved in arranging their own placements.
- ✓ Requests from candidates regarding placements are considered but not guaranteed.
- ✓ All arrangements are made by and through the Field Experience Office.
- ✓ Requests for changes of placement cannot be considered for reasons of convenience or transportation.
- ✓ Placements are not permitted with a clinical mentor teacher who is related to or a close friend of the candidate, or in a school attended by the candidate's children.
- ✓ Candidates must have up to date background and liability.
- ✓ Practicum situations involving possible conflicts of interest should be brought to the attention of the Field Experience Office before placement.

Per Tennessee State Board of Education policy 5.504, teacher candidates for Clinical Practice (student teaching) must be placed with a Clinical Mentor teacher with a minimum of 3 years teaching experience and a Level of Effectiveness of Level 4 or 5. For Field Experience placements, state policy above doesn't need to be met to place a student in a classroom with a mentor teacher.

Clinical Practice (Student Teaching)

Student teaching a TN policy requirement for licensure. Teacher candidates must accomplish 15 full weeks of direct instruction in 2 separate diverse P-5 public school placements with a clinical mentor of 3+ years' experience and an LOE of 4 or 5. No coursework must remain except EDU 420 & EDU 430.

Attendance:

During the Clinical Practice semester TCs will participate in full semester, full-day placement(s) as arranged by the Clinical Experience Coordinator. Typically, TCs should plan to arrive at least 30 minutes early and leave at least 30 minutes beyond the official school start and dismissal time (Note: More time may be required at your particular school). Expected arrival and dismissal times must be discussed with and set by the principal,

Candidates are required to follow the agreed upon schedules set by the placement and the course syllabus. Tardiness and early departures are not permitted. Accurate documentation of hours, including arrival and dismissal times, must be maintained. Attendance should be recorded on the Attendance Log in the TCs notebook and school attendance records, as required. See the SOE forms page for the Attendance Log.

Work or family/personal commitments cannot be excused during Clinical Practice. All days/hours missed must be made up. It is highly recommended that TCs not work during the Clinical Practice/Student Teaching semester.

The State Board sets the policies for Clinical Practice (Student Teaching) and does not allow for absences. All days/hours missed must be made up. TCs are expected to follow the calendar of the schools to which they are assigned. Therefore, university days off (example: spring break, fall break, etc.) are received only if your placement location is also off those days. The need for make-up days due to school closure will be determined by the Clinical Experience Coordinator. The only exception is all candidates are allowed one day for job interviews or a career fair related to the teaching profession. Documentation may be required.

In rare cases of delays or early dismissals, the TC must follow the official start/end time determined by the district or placement site. For example, if the district announces a 2-hour delay, the TC is expected to report to their placement site 2-hours later than when they are typically required to start their day. Any questions about start times should be communicated to the clinical mentor and/or the clinical supervisor. It is the TC's responsibility to be aware of the news and weather alerts that could affect the school day. Early dismissals and late start days do not need to be made up, as long as half of a day's worth of instruction is completed.

Should the Clinical Practice move to virtual learning due to unforeseen circumstances, the TC will still be expected to put in the required hours working with the CM, CS, and P-5 student. If a Teacher Candidate is not involved and active in the virtual learning experience, showing up late to scheduled meetings, or completely absent, the TC may be reprimanded or removed from Clinical Practice altogether.

Required notifications:

If at any time, a candidate will not be at the placement, the TC must notify the CM, CS, and the school (if the CM cannot be reached). If the TC is scheduled to teach on a day s/he is absent, the TC must still provide the lesson plans, materials, and all information for the lessons to the CM. If more than two days are missed, the Clinical Experience Coordinator must be notified. In cases of prolonged or repeated absence, the CS, the Clinical Experience Coordinator, and the Director of the EPP will, after consulting with the CM and School Administrator, determine whether the TC's experience will be terminated or extended.

TCs participating in Clinical Practice will be required to attend an information meeting, orientation, midpoint meeting, and all scheduled seminars. These dates will be determined prior to the start of the semester and will be listed in the seminar syllabus. **Attendance at the Student Teaching seminar course is mandatory.** Important information such as licensure forms, job interview information, roles and responsibilities will be discussed during meetings and seminars. Additional requirements and information are found in the corresponding syllabus for the course.

Application for Clinical Practice

All candidates who are about to begin the clinical practice (student teaching) semester will be required to apply by October 1st for spring and March 1st for fall. Failure to apply by deadline could result in pushing the clinical practice back one semester.

Pre-Requisites and Eligibility Requirements

The Student Teaching Experience course (EDU 430) is a semester-long practicum experience and an integral part of the educator preparation program at Lane. It is during this period that the student participates as a pre-professional in the public schools. Essentially this is the experience which provides the student with the arena for converting theory to practice and demonstrating potential to perform the teaching-learning processes.

Before admission to Student Teaching, the student must:

- Secure full admission to the Educator Preparation Program.
- Benchmarks 1, 2, and 3 complete
- Complete application for student teaching.
- Satisfactorily complete all professional education coursework
- Satisfactorily complete all content area coursework
- Professional Resume
- EPP Candidate Dispositions
- Only coursework remaining will be EDU 420 & EDU 430.
- Earn appropriate minimum grade point averages:
 - for undergraduate students: 3.0 GPA

The Professional Seminar

There are many facets of clinical teaching providing knowledge and direction for students. There are specific topics for which you need to be prepared. Previous clinical teachers have assisted us in identifying some of the important issues we need to address during the student teaching semester. In an effort to better prepare our students for their “professional semester,” students will be required to participate in the seminars such as the following:

- Professionalism and Ethics in the Workplace
- edTPA
- Legal Concerns in the Educational Setting
- Professional Development Appraisal System
- Parents and Parent Conferencing
- Classroom Management
- Getting Organized
- First Days of School
- Job Interviews

The scheduled seminars will be included on the clinical teaching calendar and will also allow students time to share with each other and with the Director of Field Experiences. The seminars will be held on Friday afternoon weekly. Candidates are expected to stay at their placement on seminar days until dismissal. Please refer to the calendar for dates and times. The seminars are mandatory.

General Roles and Responsibilities

Teacher Candidates' success in practice teaching requires assuming responsibility for professional growth. This involves attention to four main areas: Attitude, Orientation, Observation, and Participation.

Professional attitude involves:

- recognition and acceptance that the welfare of the students is of ultimate concern and that the cooperating teacher has the final responsibility for what occurs in the classroom;
- maintenance of an ethical and professional attitude towards all members of the school community;
- adhere to the *Code of Ethics and Standard Practices for Tennessee Educators*
- continuous evaluation of one's growth as a teacher;
- ability to accept critical suggestions and assessments in a cooperative and positive manner.

Orientation involves:

- familiarizing oneself with the philosophy, resources, policies, and rules of the school assigned;
- conferring with the cooperating teacher prior to the beginning of each practicum.

Observation includes:

- determining the procedures to be followed in completing assignments which are acceptable to the cooperating teacher;
- observing in a systematic and purposeful manner, remembering that the observation is designed for one's introduction to the educator's role;
- arranging opportunities, through the cooperating teacher, to observe other classrooms and teachers in order to broaden one's perspective of the teaching role.

Participation includes:

- increasingly assuming responsibility for more complex tasks;
- making oneself available for regular conferences (planning and analysis) with the cooperating teacher or Department Supervisor;
- developing written plans for lessons and making them available to all supervisory personnel;

- participating in school activities beyond the classroom setting;
- engaging in critical self-reflection regarding teaching and professional conduct;
- attending all advisory group meetings

Cooperating Teachers serve as mentors and coaches to teacher candidates by providing modeling, guidance, and support in a number of varied and integrated areas.

Orientation and Observation Mentoring in this phase includes:

- welcoming the teacher candidate to the school and the classroom;
- familiarizing the teacher candidate with the school's expectations;
- orienting the teacher candidate to the school, which includes providing information about the programs, the students and the school/classroom, routines and procedures;
- providing the teacher candidate with adequate opportunities to observe the cooperating teacher's own teaching techniques and procedures and, where possible, those of other teachers in the school.

Teaching Practice Mentoring includes:

- enabling teacher candidates to progress from simpler to more complex teaching tasks;
- providing the teacher candidate with opportunities to co-teach and co-plan, moving teacher candidates gradually towards greater responsibility as appropriate;
- assisting teacher candidates in planning their own teaching strategies and in selecting and designing appropriate instructional material; guiding teacher candidates in developing sound classroom organization and management strategies;
- requiring the teacher candidate to prepare and submit detailed written lesson plans for each lesson and unit plans where appropriate;
- requiring the teacher candidate to prepare thoughtful written self-reflection for each lesson;
- preparing Formative and Summative Assessments that are fair and appropriately rigorous.
- 5 formal teaching lesson evaluations (3 first placement- two second placement)
- Disposition rubric (one completed at each placement)
- Perception Student Impact (one completed at each placement)
- Attendance Log signed daily

Providing consistent feedback to teacher candidates is important to their growth and development as teachers and professionals. Here are a few tips that might help you in providing quality feedback to candidates.

- Remember that, like the students in your class, teacher candidates will vary in their readiness to independently perform certain teaching tasks.
- Some teacher candidates will require more assistance, guidance and encouragement than others.
- Make your expectations clear from the onset.
- Ensure that the teacher candidate(s) in your classroom take notes during observation

- Set aside a few minutes each day to discuss their notes and progress.
- Always provide feedback on strengths and strategies for improvement.
- Feedback should be realistic, honest, and fair. Teacher candidates should be mature enough to handle constructive criticism even when it sometimes stings
- Regular conferences allow the teacher candidate to analyze their own instructional skills and to set goals and strategies for improvement.

Things to Remember

- ✓ Contact the Department Supervisor as soon as possible if a teacher candidate is experiencing difficulties in your class.
- ✓ Teacher candidates should not be left alone with students under any circumstances.

Clinical Mentor is expected to:

- Evaluations and disposition;
- maintain regular contact with their advisees throughout the year;
- visit advisees in the schools at least twice, but as much as deemed necessary;
- meet with them regularly, individually or in group seminars to discuss issues relating to the practicum experience before and after each teaching block;
- provide a minimum of two (2) Formative Reports (see Appendix E) during the Practice

Teaching sessions;

- at the request of the Field Experience Office, investigate reports from schools of individual problems;
- mediate candidate-teacher conflicts;
- act as a liaison between the school and the Faculty of Education;
- collect and review copies of the Formative and Summative Report for each placement.
- reviewing these reports allows for Advisors to address common issues or concerns;
- complete Portfolio review with each teacher candidate in their Advisory Group;
- complete final summative Report/Portfolio Assessment of each teacher candidate;
- assisting in the orientation of teacher candidates assigned to their school;
- facilitate teacher candidate's involvement in activities beyond the classroom setting (e.g., staff meetings, staff socials, student functions, professional development days, parent/teacher conferences);
- cooperate with Faculty Advisors in solving problems that may arise;
- provide both positive and critical feedback to the Field Experience Office on the general performance of teacher candidates and the administration of the practicum.

Pacing Guides

The pacing guides provide all relative information for the student teaching experience. The pacing guide will reveal all requirements of what is to be done weekly by the teacher candidate, the clinical mentor, and clinical supervisor. It will also include any other professional seminar dates, Lane College dates (i.e., drop/add, holidays), and district dates (i.e., half day, holidays). It is the teacher candidate's responsibility to ensure all items required of them on the pacing guide are being completed.

Forms

EDU232 Field Experience, Elementary, Field Log

Classroom Observation/ Field Experience Form

TEAM Observation Evaluation Form

Reflective Log

Disposition Form

Field Experience Evaluation Form

CLASSROOM OBSERVATION/ FIELD EXPERIENCE FORM

Student Name: _____ **Date:** _____

Grade Level: Early Childhood Pre-K Elementary K-5
 Middle School 6-8 Secondary 9-12

Content Area Art Education Career Education/Work
 Computer Technology English
 Family/Consumer Science Health/Safety Education
 Library/Media Mathematics
 Music Education Physical Education
 Reading/Language Arts Science
 Social Studies/History Technology Education
 World Languages

Content Level: General Education Special Education
 Advanced Placement Honors/Scholars Other

Location: School District
 Public Private Charter Urban Suburban Rural

School Building or Observation Site _____

Principal's Name _____

School Address _____

City _____ State _____ Zip Code _____

School Telephone Number _____

Name of Teacher _____

Specific Content Area _____ Grade Level _____

Verification:

I verify that the above-named student from Lane College observed and/or conducted field experience in the above-named location and classroom on Date _____ for a total number of _____ hours at 60 minutes per hour.

Name _____

Title _____

Signature _____ Date _____

TEAM Observation Evaluation

Candidates will be observed and formally evaluated using the TEAM rubric by both the Clinical Mentor and Clinical Supervisor monthly. Feedback will take place after each observation. The feedback session is an opportunity for the student to view both their and the evaluator's view of the observation. The candidate can use information from the feedback session to further develop their classroom teaching skills.

The TEAM Observation Rubric used for candidate observation evaluation can be found at <https://team-tn.org/wp-content/uploads/2013/08/TEAM-General-Educator-Rubric-2018-19.pdf>.

The one-page scoring form can be found at <https://team-tn.org/wp-content/uploads/2015/08/TEAM-General-Educator-Observation-Form.pdf>.

If no alternate assignment is required as part of a course requirement, the observer must respond to each of the statements below with a full and complete reflection on what transpired in the classroom. All observations must be typed on this form.

Reflective Log

DOMAIN I: CLASSROOM ENVIRONMENT

Observe, reflect, and respond to the following Components of the classroom environment:

1. **Creating an environment of respect and rapport:** Describe the teacher's interaction with students and students' interactions among one another.

2. **Establishing a culture for learning:** Describe the importance of the content being taught, the ways students demonstrate pride in their work and the teacher's expectations for learning and achievement.

3. **Managing classroom procedures:** Describe how the teacher manages instructional groups, makes transitions between activities and lessons, distributes materials and supplies, performs non-instructional duties and supervises volunteers and paraprofessionals.

4. **Managing student behavior:** Describe how the teacher conveys expectations, monitors student behavior and responds to student misbehavior.

5. **Organizing physical space:** Describe the classroom in terms of safety and arrangement of furniture and accessibility to learning and the use of physical resources.

DOMAIN I: CLASSROOM INSTRUCTION AND COMMUNICATION

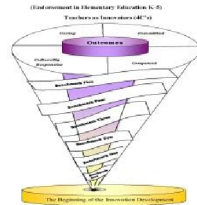
Observe, reflect, and respond to the following Components of classroom instruction and communication:

1. **Communicating clearly and accurately:** Describe how the teacher provides directions, establishes, and maintains procedures and uses oral and written language.
2. **Using questioning and discussion techniques:** Describe the quality of questions posed, the discussion techniques used and the quality and quantity of student participation.
3. **Engaging students in learning:** Describe how the teacher represents the content, facilitates activities and assignments, groups' students, uses various instructional materials and resources, structures and paces the lessons.
4. **Providing feedback to students:** Describe the quality and timeliness of teacher feedback to students in terms of accuracy, substance, constructiveness, and specificity.
5. **Demonstrating flexibility and responsiveness:** Describe how the teacher adjusts lessons, responds to students, and shows persistence.

Lane College

Educator Preparation Program

Teacher Candidate Dispositions



Directions for completing evaluation form:

Candidate teachers:

Conclude whether or not candidate teachers are struggling, emerging or on-target with the dispositional behaviors.

1. Mark the appropriate column. Compare your growth each time you complete a self-assessment.
2. Provide two copies of the completed document for review by the course instructor.
3. If your self-assessment differs from faculty assessment, you may be asked to meet with the instructor.
4. Both parties will sign the documents. The instructor will deliver one copy to the Office of Field Experience and Clinical Practice. The other copy is retained by the candidate.

College faculty/ Clinical Practice supervisor

1. Complete the evaluation form at the start and end of core courses as provided on the 2nd page.
2. Complete the evaluation form at the end of clinical practice.
3. Share the information on the form with the candidate teacher.
4. Sign and date the form and have the candidate teacher also sign your form.

Mentor Teacher

1. Complete the form at the end of the clinical practice placement in your class.

2. Share the information on the form with the candidate teacher.
3. Sign and date the form and have the candidate teacher also sign your form.

What are dispositions? The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p. 6-CAEP). The Educator Preparation Program dispositions are aligned to CAEP and InTASC as well as the Department’s Conceptual Framework. All teacher candidates will be reviewed for dispositional growth and development.

Who does the assessment? Each candidate will complete a self-assessment. The course instructor and/or field mentor teacher will each complete a separate assessment of the candidate. The candidate and instructor may discuss observations of behavior in coursework, field work, and the candidate identified disposition development goals.

When and where is a candidate assessed? Each candidate will be reviewed for dispositional growth and development throughout their participation in the EPP. Formal documentation of assessments will occur a minimum of four times. The table below shows the course number in which a documented assessment will occur. Faculty may choose to use the assessment at other appropriate times.

Initial Program Elementary K-5						
B(0)	B(1)	B(2)	B(3)	B(4)	B(4)	Where do I Submit
Entry into College	Admission	Field Experience	Clinical Practices Before Admission During Course After Course	Completion of program	Follow-up	
N/A	Admission’s Application EDU 230	EDU 232 EDU 334 EDU 333 EDU 337 EDU 338	EDU 420 EDU430	N/A	N/A	Instructor’s Portfolio, LCAS System

** The table also shows where the signed assessment form should go when completed. Once signed, keep a copy for on-going reflection throughout your program. Each semester, in addition to the course-based assessment, the Disposition Committee will review all completed assessments to determine whether there has been growth demonstrated over time. Any concerns will be addressed by this committee.*

What else should a teacher candidate know? It is the candidate’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER:

Only those dispositions observed in the college classroom or field practicum can be measured, therefore it is up to the candidate to demonstrate these dispositions in all settings.

Candidate Name _____

The Disposition of CARING...									
<p>... involves caring about and caring for. It is caring about others that moves an individual toward caring for others. When a teacher candidate cares about education and access for all, the candidate is moved to stand in solidarity with, and thus care for others. Care is viewed as a matter of relationships among diverse people (e.g., ability, age, ethnicity, gender, language, sexuality, socio-economic status) rather than as an inherent virtue of an individual.</p>									
	Struggling			Emerging			On-Target		
	B 1	B 2	B3	B1	B 2	B3	B1	B 2	B 3
<p>understands the rights of <i>all</i> students and acts on the belief that all children can learn.</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p>									
<p>demonstrates appropriate behaviors during class settings and in the work environment; The candidate has been alert and responsive.</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p>									
<p>demonstrates a respect for the profession.</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p>									
<p>demonstrates punctuality with regard to arrival to class, practicum, student teaching, field experience, meetings, etc.</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p>									

<p>maintains confidentiality</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p>								
<p>demonstrates the ability to compromise and to respect others' opinions during group work</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p>								
<p>participates in professional development activities that were recommended.</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p>								

Candidate's Signature

Date

Instructor/Field Supervisor's Signature

Date

Field Experience Evaluation Form

(Semester, Year)

Course _____

Instructor _____

Name of Placement/Field Work School: _____

Please answer the following questions by circling the number of the response that is best in line with your field experience. Additional comments are welcomed and encouraged.

5= Strongly Agree

4= Agree

3= Neutral

2= Disagree

1= Strongly Disagree

1. The purpose and focus of the field experience were clearly understood.	5	4	3	2	1
2. Methods of evaluation were clearly communicated to me by the instructor.	5	4	3	2	1
3. The field experience was a valuable part of this course.	5	4	3	2	1
4. I was able to apply information learned in class for this field experience.	5	4	3	2	1
5. I had no difficulty getting into classrooms to complete my field experience.	5	4	3	2	1
6. I was well-received by faculty and staff of the school in which I worked.	5	4	3	2	1
7. I had good cooperation from the teachers with whom I worked.	5	4	3	2	1
8. I was able to participate in tutoring or assisting in the manner that I anticipated	5	4	3	2	1
9. The climate of the school in which I was placed was favorable.	5	4	3	2	1
10. I would recommend this school to other students.	5	4	3	2	1

Additional Comments (Use Back, If Necessary): (*Note: For 1's or 2's, please explain the problems or difficulties you encountered.

Summative Evaluation Student Teaching

Directions: *Fill out and complete the items below with Mentor Teacher/Clinical*

Supervisor/Teaching Candidate all present. State the area of reinforcement/refinement and provide specific feedback in complete sentence(s). Reinforcements/refinements can come from most recent formal observation, lesson planning, reflections, assessments, or another area identified not mentioned. Areas of refinement will provide clear learning targets/goals for teaching in their first year. The Summative Evaluation will be done at the end of each placement and be completed by both the Clinical Mentor and Clinical Supervisor. A meeting will be held with the candidate to go over the evaluation findings. The summative evaluation looks at the semester as a whole, encompassing evaluations, dispositions, content, and pedagogy.

Comments on areas of strength (strongest performance elements): *Provide 4-5 and clearly state.*

Comments of areas to strengthen (lowest performance elements): *Provide 4-5 and clearly state.*

Other feedback, comments, and/or concerns:

Final Recommendation:

- ___ Outstanding Teacher Candidate; Recommend for Teacher Licensure
- ___ Good/Satisfactory Teacher Candidate; Recommend for Teacher Licensure
- ___ Recommend for Teacher Licensure with Reservation
- ___ Significant deficiencies documented; repeat/extend training recommended

Mentor Teacher Signature

Date

Clinical Supervisor Signature

Date

Teacher Candidate Signature

Date