

PART V. Section 5: Items for Clinical Experiences

- A. In a separate Word document (**limited to 500 words**), provide narrative that describes the overall design of field experiences and the clinical practice types available for SAP completion. This may be used to support CAEP component 2.3 above.
- B. Provide a table or spreadsheet that identifies the sequence of clinical experiences for the SAP and/or clusters of closely related SAPs.

EPP Response: The Lane College Teacher Education Program faculty strives to offer a learning-centered program committed to excellence in teaching and learning. Field experience serves this goal by providing teacher candidates with opportunities to experience classroom observation and teaching in a variety of settings, apply and develop pedagogical knowledge and skills acquired through their faculty courses, and benefit from the advice and guidance of experienced professionals in their progress towards acceptance into the profession. Field Experience takes place in content courses, Block 1, Clinical Teaching I and Clinical Teaching II of the Educator Preparation Program. Each experience will help prepare candidates to become classroom teachers. This phase of the program allows candidates an opportunity to learn theory and enter the teaching profession practicing the knowledge, skills, and attitudes about teaching and learning they have learned in class. The candidate's field experience is a valuable hands-on experience that represents the bridge between professional preparation and professional practice. Field experiences are designed to provide opportunities for candidate teachers to observe, plan, implement, and evaluate instructional materials and techniques in order to meet the varied learning needs of students from diverse cultures and backgrounds.

As such, candidate teachers in observation courses are expected to apply the techniques, strategies, and behaviors described in the standards for the Pedagogy and Professional Responsibilities exam. These experiences are an opportunity for candidate teachers to design lessons utilizing state standards and the competencies described in the areas of certification by the Tennessee Teacher Education Program. A complete description of these standards and competencies may be obtained from the state website. Often candidate teachers observe that these learner-centered teaching behaviors are not utilized in the classes they attend in their teacher preparation courses, nor are they present in the classrooms they observe in their professional development courses. It is during this experience that candidate teachers are expected to become "teachers as researchers". Candidates have an opportunity to develop instructional designs that reflect both the content standards and competencies expected of their students in the state of Tennessee, as well as to display the knowledge, dispositions, and pedagogical behaviors of effective teachers as delineated by the standards and competencies assessed on the state certification tests.

Moreover, candidate teachers have an opportunity to "field-test" the behaviors of effective teachers cited in research journals, which are reported to have a positive impact on student achievement. This field experience also serves as an opportunity to engage in the behaviors described in the research on effective teachers, student achievement and teaching. The success of the candidate teaching observation depends on the cooperative efforts of many people. It is expected that the candidate teacher, supervising teacher, and the college professor will form a triad with closely connected goals-all resulting in a positive and memorable field experience. It is

the goal and expectation of the Teacher Education Program’s Educator Preparation Program that all participants will become reflective professional practitioners who are committed to facilitating successful student achievement. The documentation of these experiences will be in the development of an electronic portfolio submitted by each candidate chronicling his/her experience.

Field Experience Requirements

Field Experience is incorporated in several classes. Each content class for elementary and secondary will require between ten (10) to twenty hours (20) of field experiences. Teacher candidates initial field based experience will happen in course EDU 230- Foundations of Education. In this course, teacher candidates will develop a community profile, complete a reflective journal and an observation instrument about placement. Teacher candidates will observe, support small group instructions and provide some tutoring. After being admitted into the EPP, teacher candidates will enter into what we call the Block 1- content field experiences courses. The elementary program field experience courses are EDU 232, EDU 334, EDU 333, EDU 337, and EDU 338. The secondary field experience courses are HIS 336, MAT 331, MUS 425/426/ and PER 339. Tables 1 and 2 below indicate the field experience course prefixes, course titles and location on the degree plan.

Table 1: Field Experience Courses before Clinical Teaching for K-5 Elementary Program

Course	Title	Location on Degree Plan
EDU 230	Foundations of Education (FE)	Sophomore- Third Semester
EDU 232	EDU 232 Elementary Curriculum & Instruction (FE)	Junior- Fifth Semester
EDU 333	EDU 333 Teaching Elementary Social Studies (FE)	Junior- Sixth Semester
EDU 334	EDU 334 Teaching Elementary Science (FE)	Junior- Sixth Semester
EDU 337	EDU 337 Teaching Elementary Mathematics (FE)	Junior- Sixth Semester
EDU 338	EDU 338 Reading and Writing (FE)	Senior- Seventh Semester

Table 2: Field Experience Courses before Clinical Teaching for the Secondary Program

Program	Course	Title	Location on Degree Plan
Math Education	MAT 331	Methods of Teaching Secondary Math (FE)	Sophomore- Sixth Semester
History Education	HIS 336	Methods of Teaching Secondary Social Studies/History (FE)	Junior- Seventh Semester
Music Education	MUS 425/426	Methods and Materials in Music Education	Junior- Sixth Semester

Physical Education	PER 339	Methods of Teaching Physical Education (FE)	Junior- Seventh Semester
Science Education	Biology 331	Methods of Teaching Natural Science	Junior- Sixth Semester

Clinical Practice Teaching

EPP Response: Admission into Clinical Practice is the **third benchmark**. At this stage, candidates are required to demonstrate their mastery of the 21 proficiencies. Candidates at this benchmark are assigned to a school for one semester. Candidates are required at the school to engage in a range of activities including actual teaching of lessons, developing lesson plans and observing parent-teacher conferences. Each candidate is evaluated across several assessments listed in the Key Assessment Chart. Candidate success at this benchmark is determined by three independent evaluators, a School Based Representative, Teacher Education Program Faculty Advisor, and a representative from the Office of Field Based Experiences. Table 3 indicates the clinical practice courses and location on degree plan.

Goals for Candidate Teachers Enhanced Teaching: EDU 420 and EDU 430

- ✓ Complete fifteen (15) weeks of field experience at a designated school site- four days per week and one seminar day.
- ✓ Observe and reflect on classroom instruction.
- ✓ Design and deliver instruction that meets the needs of diverse learners.
- ✓ Develop and utilize methods of evaluations.
- ✓ Deliver effective classroom management strategies.
- ✓ Deliver small group lessons utilizing learned methodology from cooperating teacher and college faculty.
- ✓ Deliver whole group lessons utilizing learned methodology from cooperating teacher and college faculty.

Table 3: Clinical Teaching Course

Course	Title	Location on Degree Plan
EDU 420	Student Teaching Seminar	Senior- Eighth Semester
EDU 430	Enhanced Student Teaching	Senior- Eighth Semester

Lane Teacher Education Program (Field Experience and Clinical Practice Courses)

Table 4: InTASC, Teacher Education Program Outcomes, and Literacy Standards Program Alignment for K-5 Courses

Elementary Courses Initial Program	Lane Program Outcomes EPP	InTASC Standards	Literacy Standards	Field Experience	CAEP K-5 Standards	Credit Hours
EDU 230 Foundations of Education	1,2,3, 5,8,10,12	2,3,8,9 1,2,3,4,5,6,7,8,9,10	2,3	20 hrs	1,5	3 Credits
EDU 232 Curriculum & Instruction	1,4,8,11,13	6,7,8	1,3, 4	20 hrs	1,2,3	3 Credits
EDU 337 Teaching Elementary Math	1,2,6,9	4,5,6	1,2,3	10 hrs	1,2,3,4	3 Credits
EDU 333 Elementary Social Studies	1,2,5,6,8,9	4,5,6,7,8	1,3,4	10 hrs	2	2 Credits
EDU 334 Teaching Elementary Science	1,2,5,6,8,9	4,5,6,7,8	1,3,4	10 hrs	1,2,3	3 Credits
EDU 338 Reading and Writing	1,2,5,6,8,9	1,2,3,4,5,6,7,8	1,2,3,4,5,6,7	20 hrs	1,2,3,4	3 Credits
ENG 251 English Acquisition	1,2,5,6,8,9,10	1,2,3,5,6,7,8,9	1,2,3,4,5	10 hrs	1,2,4	3 Credits
ENG 252 Language and Literacy	1,2,5,6,8,9	1,2,3,4,5,6,7,8	1,2,3,4,5	20 hrs	1,2,4	3 Credits
EDU 340 Multicultural Settings	1,2,3,4,6,7,8,9,10,12,13,14	2,3,7,8,9,10	2,3	10 hrs	1,2,4	3 Credits

Elementary Courses Initial Program	Lane Program Outcomes EPP	InTASC Standards	Literacy Standards	Field Experience	CAEP K-5 Standards	Credit Hours
EDU 420 Student Teaching Seminar	1,2,3, 4,6,7,8,9,10,12,13,1 4	1,2,3,4,5,6,7,8,9, 10	1,2,3,4,5,6,7	15 weeks (In conjunction with Student Teaching)	1,2,3,4,5	2 Credits
EDU 430 Enhanced Student Teaching	1,2,3,4,6,7,8,9,10,12 ,13,14	1,2,3,4,5,6,7,8,9, 10	1,2,3,4,5	15 weeks	1,2,3,4,5	10 Credits

Lane Teacher Education Program (Field Experience and Clinical Practice Courses)
Table 5: InTASC, Teacher Education Program Outcomes, and Secondary Literacy Standards Program Alignment for
Secondary Program Courses

Math Education	Physical Education	Music Education	History Education	Science Education	Lane Program Outcomes EPP	InTASC Standards	Secondary Literacy Standards	Field Experience	Credit Hours
EDU 230 Foundations of Education	EDU 230 Foundations of Education	EDU 230 Foundations of Education	EDU 230 Foundations of Education	EDU 230 Foundations of Education	1,2,3,5,8,10,12	2,3,8,9 1,2,3,4,5,6,7,8,9,10	See the Above Chart	20 hrs	3 Credits
EDU 232 Curriculum & Instruction	EDU 232 Curriculum & Instruction	EDU 232 Curriculum & Instruction	EDU 232 Curriculum & Instruction	EDU 232 Curriculum & Instruction	1,4,8,11,13	6,7,8	See the Above Chart	20 hrs	3 Credits
MAT 336 Methods of Teaching Secondary Math	PER 339 Methods of Teaching PE/ Secondary	MUS 218/242 String Methods MUS 425/426 Methods and Materials	HIS 336 Methods of Teaching Social Studies	BIO 331 Methods of Secondary Biology	1,2,6,9	4,5,6	Math 1, 3.1, 3.2, 1.1b, c,d,e PE 1.3, 1.6a, 2.2, 3.1 Music 1, 2.4, 3 History 1, 2.1, 3 Science 1, 2.1, 3	10 hrs	3 Credits
ENL 252 Reading and Writing			ENG 252 Language and Literacy		1,2,5,6,8,9	1,2,3,4,5,6,7,8	See the Above Chart	20 hrs	3 Credits

Math Education	Physical Education	Music Education	History Education	Science Education	Lane Program Outcomes EPP	InTASC Standards	Secondary Literacy Standards	Field Experience	Credit Hours
							For Elem. Literacy Standards		
EDU 420 Student Teaching Seminar	EDU 420 Student Teaching Seminar	EDU 420 Student Teaching Seminar	EDU 420 Student Teaching Seminar	EDU 420 Student Teaching	1,2,3,4,6,7,8,9,10,12,13,14	1,2,3,4,5,6,7,8,9,10	See the Above Chart For Elem. Literacy Standards	15 weeks (In conjunction with Student Teaching)	2 Credits
EDU 430 Enhanced Student Teaching	EDU 430 Enhanced Student Teaching	EDU 430 Enhanced Student Teaching	EDU 430 Enhanced Student Teaching	EDU 430 Enhanced Student Teaching	1,2,3,4,6,7,8,9,10,12,13,14	1,2,3,4,5,6,7,8,9,10	1,2,3	15 weeks	10 Credits

