

**Stone Child College**  
**Clinical Experience Level 1**  
**EDU 380**

**COURSE INFORMATION**

- A. Number: EDU 380
- B. Title: Clinical Experience Level 1
- C. Credits: 2
- D. This course is offered Spring Semester
- E. Pre-requisite: Admission to TEP
- F. Co-requisites:
  - EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB
  - EDU 330 Methods: Teaching and Assess. Soc. Studies K-8
  - EDU 337 Teaching Exceptional Learners
  - EDU 344 Methods: Teaching Reading and Language Arts
  - EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction

**INSTRUCTOR INFORMATION**

- A. Instructor: Kadene Drummer
- B. Office hours: TBD

**REQUIRED MATERIALS**

- A. Three ring binder with dividers.
- B. Stone Child College Teacher Education Handbook
- C. Current background check

**COURSE DESCRIPTION**

EDU 380 Clinical Experience Level 1 is a supervised field experience in a grade K-3 classroom. It is the first in a sequence of three field placements preparing Teacher Candidates to teach in culturally and linguistically diverse classrooms. Clinical Experience Level 1 requires spending 6 hours per week in an early elementary setting working with a cooperating teacher to assist him/her in all tasks related to the responsibilities of a teacher. This includes tasks such as individual and small group instruction, daily classroom management duties, preparing assignments, preparing instructional materials, etc. This extended time in a school setting is to observe in the classroom, examine the dynamics of the school, assist the mentor teacher with classroom tasks and teach lessons. Candidates will be required to arrange three teaching sessions that will be observed and evaluated by the course instructor. These demonstrations must be in two different subject areas and pre-arranged per instructor availability. Placements will be made by the Education Department Head, ensuring that the clinical experience meets the student's degree program, academic requirements, and in schools representing the racial/ ethnic, socio-economic, and linguistic diversity in our region. All teacher licensure candidates are required to complete all program practicum field experience requirements for licensure. We believe that the very best way to learn to be an effective teacher of children is by spending significant time in real classroom contexts. These "field experiences" are a key part of our program at all levels, allowing pre-teachers to see and hear and even smell what real classrooms are like. Candidates will be required to participate in a

weekly seminar to discuss their experiences as they apply methodologies and strategies learned in previous classes and those they are taking concurrently.

### **CREDIT HOURS**

Following the SCC Credit Hour policy, to meet the identified objective of this course, this 2 credit course, delivered over a 15 week term will approximate: 6 hours per week in elementary classroom (90 hours). In addition, 15 weekly seminars at 2 hours per week (30 hours) will be required, as well as additional out-of-class work assignments at approximately 2 hours per week (30 hours) for a total of 150 hours.

### **COURSE RATIONALE**

Multiple research studies and discussions with former graduates and school principals revealed that increased supervised classroom experiences combined with gradually increasing duties and responsibilities increased the confidence and self-efficacy of teacher candidates as they prepared for student teaching. Participating in weekly discussion affords the participants an opportunity to connect theory to classroom experiences within the multiple subject areas. Vigorous dialogue between students is expected during the weekly seminar as they discuss daily classroom problems that occurred and brainstormed culturally appropriate ways to address them. The open forum of this seminar is designed to give teaching candidates a safe place to get weekly questions answered and discuss all aspects of the modern classroom with a supportive faculty instructor as they develop their professional teaching skills and dispositions.

### **ACADEMIC HONOR CODE**

All course work shall follow the guidelines of the Academic honor Code as set forth by the SCC Student Handbook. Do your own work; allow other students to do their own work. Plagiarism involves the taking of someone else's words, ideas, or writing and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic honor Code may result in failure of the assignment, the course, or possible expulsion from school.

### **COURSE RESPONSIBILITIES**

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative, instructor will notify you of changes.

### **INSTRUCTIONAL METHODOLOGIES**

The methodologies of instruction in this course will follow a constructivist format and use techniques of inquiry, construction of knowledge, discussions, lecture, and independent practice as well as other instructional practices. There may be guest speakers and/or videos and movies. **Students are responsible for coming prepared to class.**

### **REASONABLE ACCOMMODATIONS**

Reasonable accommodation are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer or consult the SCC web page for Students with Disabilities for more information.

## **CULTURAL RELEVANCY**

Teaching candidates will develop skills to address the tremendous social, economic, cultural, and developmental diversity that exists in our classrooms today. Teacher Candidates are provided diverse teaching experiences within the multiple field experiences within the program.

### Candidate Objectives:

1. Candidates will prepare and use instructional strategies, activities, and materials that are appropriate for students with diverse needs, interests, and developmental levels.
2. Candidates will participate in discussions, activities, and reflective writings about cultural relevancy within the course topics in a culturally respectful manner of fellow classmates and course instructor.
3. Candidates will employ sensitivity to various forms of diversity and will demonstrate positive attitudes and dispositions within the course, including confidentiality.
4. Candidates will apply information from the course in their work with individuals from similar and diverse cultures in order to enhance communication, relationship building and teaching strategies.

## **CRITICAL THINKING**

This course will encourage critical thinking skills by having students reflect on how they apply theory and research in making instructional decisions and improving pedagogical practices in the candidates' assigned classroom.

### Candidate Objectives:

1. Candidates will differentiate lesson plans to individualize for each student's needs.
2. Candidates will become skillful in continuous self-assessment and goal setting.
3. Candidates will reflect on lesson taught and suggest improvement strategies.
4. Candidates will engage in solving classroom situations appropriately.
5. Candidates will participate in group discussion and activities utilizing critical thinking skills to problem solve, self-evaluate and address issues.
6. Candidates will learn, discuss, analyze, and reflect on how to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being.
7. Candidates will learn, discuss, analyze and reflect on safe, inclusive, positive learning environments that promote respect, value differences, use restorative practices and conflict resolution to mediate conflicts.

## **COMMUNICATION**

This course will address the many communication skills needed in the modern classroom, working with different parents and guardians, communicating with other teachers, principals, and educational professionals to provide the best learning environment for each student in the classroom.

1. Candidates will collaborate with students, families, cooperating teacher, and college supervisor to meet the needs of all learners in the classroom (parent teacher conferences, meetings, classroom instruction, progress notes, parent/guardian contact log, notes/emails to colleagues, report cards, progress reports, event flyers, newsletters, etc.).
2. Candidates will participate in weekly seminars, sharing and listening respectively, to provide positive, professional suggestions to concerns shared by themselves and fellow candidates.

3. Candidates will communicate openly with college supervisor through emails, reflections, phone calls, etc. any issues that need addressed for the candidate to successfully complete this clinical experience.
4. The candidate defines terminology within the profession.
5. The candidate demonstrates use of oral and written language that is clear, concise, consistent, and easily understood.

**PROFESSIONALISM AND ETHICS**

1. As a guest at the assigned school site, it is expected that the Teacher Candidate model exemplary professional and ethical behavior at all times. Attire that is revealing or detracts from the professional role of a teacher is unacceptable. Be sure to meet school dress and safety codes. Professional behavior includes:
  - a. Regular attendance is imperative. Teacher Candidates are expected to arrive at the school on time and to remain at the school for the full-designated period. Absences, leaving early, or tardiness are dealt with on an individual basis. Teacher Candidates will be required to make-up time absent by adding days to the field placement experience, which must be completed by the last day of finals week and in agreement with the college supervisor and the cooperating teacher. If an emergency occurs and the teacher candidate is going to be absent, he or she must notify the College Supervisor, the school and the Cooperating teacher by 7:30 a.m. on the day of their assigned class time. More than 3 absences may result in a failing grade for the course. Extenuating circumstances must be discussed the Cooperating Teacher, College Supervisor, and Education Department Head.
  - b. Not receiving and or making cell phone calls or texting during class time.
  - c. Facebook or similar online forms of communication should be kept professional.
  - d. Professional appearance – do not wear low rise pants, tops that do not reach below the top of pants or plunge low, spaghetti straps, tube tops, halter tops, old jeans, shirts with inappropriate pictures or sayings, shorts, or miniskirts.
2. The candidate must follow all school rules and personnel requirements: being on time both in the morning and after lunch, attending all required meetings, and role-modeling appropriate behavior both inside the school and in the community.
3. The candidate makes a good faith effort to solve problems by talking directly with the individual(s) concerned. If the issue is not resolved through this discussion, the matter can be brought to the college supervisor, and if the issue is not resolved, then to the department chair.
4. The candidate is not permitted to serve as a substitute teacher while on duty for the clinical experience.

**STANDARDS OF EFFECTIVE PRACTICE**

<b>MT PEPPS 10.58.532</b>
(1) The program requires that successful candidates:
(b) demonstrate knowledge, understanding, and use of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels;
(k) plan and implement instructional strategies based on knowledge of individual students, learning theory, content, connections across the curriculum, curricular goals, and community;

(m) demonstrate knowledge of proven instructional strategies and use this knowledge to develop elementary students' ability to use critical thinking, problem solving, and current and emerging technologies.
<b>MT PEPPS 10.58.501</b>
(1) The program requires that successful candidates:
(d) demonstrate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) the candidate teaches and create individualized learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, and include the instruction of reading and writing literacy into all program areas;
<b>InTASC Principle 4: Content Knowledge</b>
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
<b>Assessment Indicators</b>
2.1 Demonstrate understanding of content area by using central concepts, tools of inquiry, and structure of the discipline;
2.2 Make discipline accessible and meaningful for learners

## COURSE OBJECTIVES

Upon completion of the course, candidates will:

1. Demonstrate the ability to strategically plan, schedule and deliver reading instruction incorporating:
  - Word analysis
  - Fluency systematic
  - Vocabulary development
  - Reading comprehension
  - Literacy response and analysis
  - Writing strategies and application Written and oral English Language conventions
  - Listening and speaking strategies and applications
2. Demonstrate the ability to make reading and History/Social Science content accessible to all students through:
  - Creating and adjusting lesson design relative to students' current level of achievement
  - Using instructional materials appropriately
  - Varying instructional strategies to enhance reading and comprehension over a variety of content texts and informational sources
  - Prioritizing and sequencing essential skills
  - Modeling active listening
3. Demonstrate their ability to teach state-adopted content standards for students in History/Social Science by using analytical thinking to help teach temporal and spatial scale, historical periods, cultures, events and periods.
4. Demonstrate an understanding of the application of different teaching models in the classroom through observation and reflection.
5. Develop lesson plans based on students' learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for both individuals and groups of learners.

6. Reflect on teaching experiences and classroom challenges through weekly seminars and reflective essays as part of their professional growth plan.

**COURSE REQUIREMENTS**

Requirements*	<i>Points Possible</i>
Attendance (classroom) and adherence to all school policies and procedures - figured as a percentage – MORE THAN 2 ABSENCES RESULT IN NOT PASSING THE CLASS. Making up time is at the discretion of the cooperating teacher and school principal	100
Seminar Participation – figured on a percentage	100
Cooperating teacher evaluation	50
Teaching demonstration evaluations including lesson plans 2 @ 25 pts. each	50
Reflective Essay for InTASC Principle 4	50
Evidence Documentation Forms for Assessment Indicators 2.1 and 2.2.	100
	450 possible

Performance in clinical experiences is evaluated in five ways including 1) recording attendance and adherence to Clinical Experience dress code and participation policies; 2) corresponding with cooperating teachers and campus administrators regarding your performance at the school and your willingness to complete all tasks given to you; 3) teaching demonstrations evaluations; (4) assignments and 5) weekly seminar participation. We believe that the very best way to learn to be an effective teacher of children is by spending significant time in real classroom contexts. These “field experiences” are a key part of our program at all levels, allowing pre-teachers to see and hear and even smell what real classrooms are like. Candidates will be required to participate in a weekly seminar to discuss their experiences.

\*May change at discretion of instructor and department head

**GRADING**

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

**RUBRIC FOR REFLECTIVE ESSAYS: InTASC PRINCIPLE 4**

The essential elements assessed in the Reflective Essay are: 1) The writing of the essay must be clear and articulate and reflect the 6 traits of writing (Ideas—the main message; Organization—the internal

structure of the piece; Voice—the personal tone and flavor of the author's message; Word Choice—the vocabulary a writer chooses to convey meaning; Sentence Fluency—the rhythm and flow of the language; Conventions—the mechanical correctness; 2) the essay must include an explanation of how the Principle applies to the candidate's teaching and student learning; 3) the essay must describe examples of evidence related to the candidate's experiences and artifacts or evidence being submitted; 4) the essay must include a summary statement on the candidate's goals for continued growth and the candidate's continued commitment to implementing the principle in future work.

## Stone Child College's Education Department Reflective Essay Rubric

Domain: \_\_\_\_\_ InTASC Principle: \_\_\_\_\_

Candidate: \_\_\_\_\_

Reviewed by: \_\_\_\_\_ /Date/s: \_\_\_\_\_

Essential Elements for the Reflective Essay	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p><b>In a thoughtful, articulate, and clearly written essay:</b></p> <p><b>(1) Explain how the principle is relevant or meaningful to your teaching and student learning;</b></p> <p><b>(2) Describe ways you have implemented the principle or examples of evidence that support your strengths;</b></p> <p><b>(3) Summarize your commitment to the principle and</b></p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

<b>highlight your goals related to the principle.</b>			
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Score: \_\_\_\_\_ **Comments and suggestions:**

### EVIDENCE DOCUMENTATION RUBRIC AND GUIDELINES

**Evidence Documentation Form 1:** The essential elements for this assessment are: The artifact must demonstrate the candidate’s ability to demonstrate understanding of content area by using central concepts, tools of inquiry, and structure of the discipline (Assessment Indicator 2.1) by planning and implementing instructional strategies based on knowledge of individual students, learning theory, content, connections across the curriculum, curricular goals, and community.

**Evidence Documentation Form 2:** The essential elements for this assessment are: The artifact must demonstrate the candidate’s ability to make discipline accessible and meaningful for learners (Assessment Indicator 2.2) by demonstrating knowledge, understanding, and use of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engaging students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.

Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<b>The artifact must demonstrate the candidate’s ability to make discipline accessible and meaningful for learners by demonstrating knowledge, understanding, and use of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engage students in meaningful learning experiences that develop students' competence in subject matter and skills</b>	Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.	Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in	Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.	Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

for various developmental levels. The Evidence Documentation Form must reflect the 6 traits of writing.		the underdeveloped area.		
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Essential Elements	0 Unacceptable	1 Developing	2 Proficient	3 Exemplary
<p><b>The artifact must demonstrate the candidate’s ability to make discipline accessible and meaningful for learners</b> by demonstrating knowledge of proven instructional strategies and use this knowledge to develop elementary students’ ability to use critical thinking, problem solving, and current and emerging technologies. The Evidence Documentation Form must reflect the 6 traits of writing.</p>	<p>Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.</p>	<p>Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.</p>	<p>Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.</p>	<p>Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.</p>

**SEMINAR TOPICS**

The purpose of the seminar is to support the candidate and provide professional development through opportunities to discuss all things within the clinical experience with other candidates and an experienced teacher or principal. Topic to be discussed, but are not limited to, are listed below:

- ✓ SEA Membership
- ✓ Cooperating School Policies and Procedures
- ✓ Teacher Performance Expectations – Montana PEPPS
- ✓ SCC Teacher Education Conceptual Framework and Schematic Model
- ✓ NCATE
- ✓ Dispositions
- ✓ Professional Ethical Behavior

- ✓ Teacher Candidate Code of Ethics
- ✓ Professional Dress
- ✓ Self-assessment and Goal Setting
- ✓ Classroom Management/Positive Behavior Support Plan
- ✓ Co-Teaching Strategies
- ✓ Anecdotal Records – Introduction & Rational, Anecdotal Notes, Analysis, Implications
- ✓ Students in Context: Class Profile
- ✓ Communicating with Parent and Community
- ✓ Instructional Planning
- ✓ Instructional Time
- ✓ Use of Assessments
- ✓ Student Engagement
- ✓ Family Engagement
- ✓ Professional Problem-Solving Process

Changes may be made as needed to address candidates or school needs.