

## WU Educator Preparation Early Clinical, Field, and Internship Overview *(Updated 09.05.18)*

### EARLY CLINICALS (pg. 1)

*Early clinical placements provide teacher candidates introduction to the teaching profession with opportunities to develop relationships with and understanding of diverse learners. These experiences promote transition of candidates from “student” to “teacher.” All teacher preparation programs have early clinicals, although they may be structured differently. Some points to remember about early clinical experiences:*

- While field hours are set for most courses, individual teacher candidates may have to adjust schedules due to on-campus courses. This variation should ALWAYS come from the course instructor NOT decided upon by the teacher candidate and/or host teacher.
- Most early clinical courses have the instructor traveling to the school with the teacher candidates so they are available for supervision, questions, and consultation.
- Host teachers should inform instructors IMMEDIATELY should any concerns arise with an early clinical teacher candidate.
- Graduate equivalent courses (in parentheses) are often scheduled independently between host teacher and teacher candidate.

| Logistics   | Teacher Candidate (TC) Expectations   | Teacher Responsibilities   |
|---|---|--|
| <b>EDCO 200: Developmental Sciences and the Context of Poverty (EDCO 601)</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Total of approximately 21 field hours (10-11 visits for approximately 2 hours)</li> <li>• Follows student (in cases where student changes classes)</li> <li>• Up to 2 WU students per classroom</li> <li>• TCs in the graduate equivalent EDCO 601 work with a community-based organization in assigned field work</li> </ul>  | <ul style="list-style-type: none"> <li>• Establish a relationship with 1-2 students living in poverty</li> <li>• Implement development and relationship-building strategies</li> <li>• Log field hours/descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify student(s) with whom the TC can work</li> <li>• Review teaching plans</li> <li>• Approve field hours and evaluate TC’s instruction and professionalism in Via</li> </ul>   |
| <b>EDCO 201 and 202: ELL, Disabilities, and Gifted in General Ed Classroom (EDCO 610)</b>   |   |  |
| <ul style="list-style-type: none"> <li>• 4-credit hour block – candidates rotate experiences with diverse learners in two 8-week courses</li> <li>• Field hours – approximately 18 for each course (block from 8:00-10:50 or 1:00 – 3:50)</li> <li>• TC Follows student (in cases where student changes classes) first few visits</li> <li>• Typically no more than 3 WU students per classroom</li> <li>• TCs in the graduate equivalent EDCO 610 will schedule 18 field hours with the assigned host teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Interview student and professionals related to specific student diversity</li> <li>• Plan and implement research-based strategies within ongoing instructional routines and activities using appropriate <a href="#">co-teaching</a> model(s)</li> <li>• Log field hours/descriptions</li> <li>• Collect and analyze data to determine the effect of the strategy on student learning</li> </ul> | <ul style="list-style-type: none"> <li>• Identify student(s) with whom the TC can work</li> <li>• Provide access to student information such as IEP and applicable assessments</li> <li>• Participate in the selection, planning, and implementation of the research-based strategy through <a href="#">co-teaching</a></li> <li>• Approve field hours and evaluate TC’s instruction and professionalism in Via</li> </ul> |
| <b>ELEM 293: Laboratory Experiences in the Public Schools</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Field hours based on instruction and non-instructional tasks in school and community</li> <li>• Total 21 field hours (2 days/week throughout the semester)</li> <li>• Up to 2 WU students per classroom</li> </ul>   | <ul style="list-style-type: none"> <li>• Implement “getting to know you” activity with students</li> <li>• Tutor individual and small groups</li> <li>• Plan, implement, and reflect on a read aloud lesson</li> <li>• Study context, management, family/community</li> <li>• Log field hours/descriptions</li> </ul>   | <ul style="list-style-type: none"> <li>• Participate in co-planning and <a href="#">co-teaching</a> lessons</li> <li>• Support planning and implementation of various projects</li> <li>• Approve field hours and evaluate TC’s instruction and professionalism</li> </ul>   |

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| <b>EARLY CLINICALS (pg. 2)</b>  |  |  |
|---|--|--|
| <i>SPED 292: Intervention with Exceptional Children (aligned with EDCO 202)</i>   |  |  |
| <ul style="list-style-type: none"><li>• 18-20 field hours (typically 2 mornings a week)</li><li>• Placed with a student with a disability being served in a general education classroom</li></ul> | <ul style="list-style-type: none"><li>• Interview student and professionals to identify strengths and needs of identified learner</li><li>• Review learner's IEP</li><li>• Plan and implement research-based interventions within ongoing instructional routines and activities</li><li>• Collect and analyze data to determine the effect of the interventions on student learning</li><li>• Plan and implement an explicit instruction lesson</li><li>• Log field hours/descriptions</li></ul> | <ul style="list-style-type: none"><li>• Identify student with whom the candidate can work</li><li>• Provide access to student information such as IEP and applicable assessments</li><li>• Participate in the selection and implementation of the interventions</li><li>• Support the candidate with identifying an instructional objective for an explicit instruction lesson that will be delivered to the whole group or a small group</li><li>• Approve field hours and evaluate TC's instruction and professionalism in Via</li></ul> |

***Continue to next page for Field Experience descriptions.***

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### FIELD EXPERIENCE (pg. 1)

*These courses are typically taken immediately prior to the year-long internship. Typically, teacher candidates take a program-specific field experience course along with EDCO 350/660 in order to build skills in developing a positive classroom climate into associated content areas. EDCO 305/602 is recommended as a course to integrate with a second field experience course or Internship I. Points to consider with field experiences:*

- While field hours are on a set schedule for some program areas (e.g. ECED/ELEM), others schedule field hours with the host teacher (e.g., programs in the arts and sciences). Host teachers should receive email communication from WU instructors.
- WU field experience instructors typically observe and evaluate students through short video projects.
- Host teachers should inform instructors IMMEDIATELY should any concerns arise with an early clinical teacher candidate.

| Logistics   | Teacher Candidate (TC) Expectations   | Teacher Responsibilities   |
|---|---|--|
| <b>EDCO 305/EDCO 602: Technology in the Inclusive Classroom</b>   |   |  |
| <ul style="list-style-type: none"> <li>• 12 field hours (integrated with content area field hour schedule; can use hours for both experiences, where appropriate)</li> <li>• Focus on Universal Design for Learning and meeting diverse needs through technology</li> </ul>   | <ul style="list-style-type: none"> <li>• Gather information about school, class, and students</li> <li>• Plan and implement (video recording) co-teaching lessons using technology</li> <li>• Log field hours/descriptions</li> </ul>   | <ul style="list-style-type: none"> <li>• Participate in co-planning and <a href="#">co-teaching</a> a lesson</li> <li>• Evaluate TC's instruction and professionalism</li> </ul>   |
| <b>EDCO 350/660: Academic and Social Strategies for Establishing an Inclusive Classroom Climate</b>   |   |  |
| <ul style="list-style-type: none"> <li>• 12 field hours</li> <li>• Focus on building positive classroom climate through behavior, academic, and social strategies</li> </ul>  | <ul style="list-style-type: none"> <li>• Gather information about school, class, and students</li> <li>• Plan and implement differentiated lessons that meet students' academic/social needs</li> <li>• Video capture one lesson</li> <li>• Log field hours/descriptions</li> </ul>                         | <ul style="list-style-type: none"> <li>• Participate in co-planning and <a href="#">co-teaching</a> lessons</li> <li>• Assist in collection of demographic and assessment data</li> <li>• Evaluate TC's instruction and professionalism (unless already done so in a field experience evaluation)</li> </ul>   |
| <b>SPED 510: PBIS for the Classroom Teacher (Special Education Field Experience I)</b>  |   |  |
| <ul style="list-style-type: none"> <li>• 8-12 field hours (Minimum of eight visits from end of September to end of November)</li> <li>• Assigned a student with behavioral challenges</li> </ul>  | <ul style="list-style-type: none"> <li>• Conduct a practice functional behavior assessment</li> <li>• Develop and implement a behavior intervention plan based on the functional behavior assessment</li> <li>• Collect data to monitor student progress</li> <li>• Log field hours/descriptions</li> </ul> | <ul style="list-style-type: none"> <li>• Identify student with a disability with whom the candidate can work and provide access to student's IEP and other records</li> <li>• Provide information related to the students strengths and needs and participate in a functional behavior assessment interview</li> <li>• Approve behavior intervention plan and discuss implementing interventions within existing classroom structures.</li> <li>• If possible, implement the interventions when the candidate is not in the classroom to increase likelihood of positive outcomes.</li> <li>• Approve hours; evaluate TC's planning, teaching, environment, and professionalism</li> </ul> |
| <b>Early Childhood/Elementary Methods Block</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Approximately 100 field hours (spread throughout semester with 2 weeks of full days in early Nov/March)</li> <li>• Implement lessons in literacy, math, social studies, and science</li> <li>• Integrate strategies into host teacher's plans</li> <li>• Should integrate lesson requirements with EDCO 305 and/or EDCO 350</li> </ul> | <ul style="list-style-type: none"> <li>• Develop strategies for teaching content standards</li> <li>• Co-plan and <a href="#">co-teach</a> with host teacher</li> <li>• Log field hours/descriptions</li> </ul>   | <ul style="list-style-type: none"> <li>• Co-plan/<a href="#">co-teach</a> content lessons</li> <li>• Approve field hours and evaluate TC's planning, teaching, environment, and professionalism</li> </ul>   |

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| FIELD EXPERIENCE (pg. 2)  |  |   |
|---|--|---|
| Logistics   | Teacher Candidate (TC) Expectations  | Teacher Responsibilities  |
| <i>Middle Level Education</i>   |  |   |
| <ul style="list-style-type: none"> <li>• Approximately 30 field hours</li> <li>• Plan and implement content-based lessons</li> <li>• Some lessons integrate with requirements for MLED 330</li> <li>• Should integrate lesson requirements with EDCO 350/660</li> </ul> | <ul style="list-style-type: none"> <li>• Develop strategies for teaching content standards</li> <li>• Co-plan and <a href="#">co-teach</a> with host teacher</li> <li>• Log field hours/descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>• Co-plan/<a href="#">co-teach</a> content lessons</li> <li>• Approve field hours and evaluate TC’s planning, teaching, environment, and professionalism</li> </ul>  |
| <i>SPED 390: Field Experience in Special Education</i>  |  |   |
| <ul style="list-style-type: none"> <li>• 90 field hours</li> <li>• Participate in planning, instruction, and assessment activities with increased independence as the semester progresses.</li> </ul>   | <ul style="list-style-type: none"> <li>• Actively engage in planning, instruction, and assessment activities during each field day.</li> <li>• Complete the practice edTPA assignment (use student contextual factors to plan and deliver lessons using differentiated instruction and evidence-based teaching and assessment practices)</li> <li>• Video lessons that are part of the edTPA assignment</li> </ul> | <ul style="list-style-type: none"> <li>• Provide opportunities for student to be actively engaged in planning, instruction, and assessment activities</li> <li>• Provide access to the students’ IEPs and other records</li> <li>• Approve field hours</li> <li>• Conduct one formal observation of the candidate delivering instruction</li> <li>• Evaluate candidate planning, teaching, environment, and professionalism in Via</li> </ul> |
| <i>Arts &amp; Sciences and Visual &amp; Performing Arts (Math, Science, Social Studies, Music, Art, Dance/Theatre, Foreign Language)</i>  |  |   |
| <ul style="list-style-type: none"> <li>• Approximately 20 field hours</li> <li>• Plan and implement content-based lessons</li> <li>• Should integrate lesson requirements with EDCO 350/660</li> </ul>  | <ul style="list-style-type: none"> <li>• Develop strategies for teaching content standards</li> <li>• Co-plan and <a href="#">co-teach</a> with host teacher</li> <li>• Log field hours/descriptions</li> </ul>  | <ul style="list-style-type: none"> <li>• Co-plan/<a href="#">co-teach</a> content lessons</li> <li>• Approve field hours and evaluate TC’s planning, teaching, environment, and professionalism in Via</li> </ul>   |

***Continue to next page for Internship descriptions.***

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**YEAR-LONG INTERNSHIP**

*Candidates experience a year-long internship by following the school district calendar beginning with teacher workdays in August through the end of the Winthrop spring semester. Although some candidates are required to change placements for Internship II to meet certification requirements, many are able to remain in the same school/class to follow students for a longer time period.*

*For additional information regarding the Year-long internship, visit <http://www2.winthrop.edu/rex/rex/downloads.html>.*

| Logistics  | Teacher Candidate Expectations  | Teacher Responsibilities   |
|--|---|--|
| <b>EDCO 400/401 or AREA Course (e.g., ENGE 592) : Internship I</b>   |   |  |
| <ul style="list-style-type: none"> <li>• Field hours range based upon content area (1 day/week – 2.5 days/week)</li> <li>• Follows school district calendar (except for WU final exams)</li> <li>• Guided by Year-long Internship Handbook</li> </ul>  | <ul style="list-style-type: none"> <li>• Build content expertise through <a href="#">co-teaching</a> content with mentor teacher</li> <li>• Collaborate to develop and maintain positive classroom climate</li> <li>• Develop skills in planning, instruction, management, and professionalism</li> </ul> | <ul style="list-style-type: none"> <li>• Co-plan and <a href="#">co-teach</a></li> <li>• Collaborate with candidate to develop management plan</li> <li>• Provide formative feedback to candidate</li> <li>• Communicate regularly with WU supervisor (including attendance at meetings and evaluation conferences)</li> </ul> |
| <b>EDCO 402/403 and EDCO 690: Internship II</b>  |   |  |
| <ul style="list-style-type: none"> <li>• Full time in school</li> <li>• Follows school calendar until WU graduation</li> <li>• Taking capstone course for edTPA implementation</li> <li>• Enrolled in EDUC 410 (<i>Education in a Democracy: Broadening Professional Perspectives</i>) during first 8 weeks</li> </ul> | <ul style="list-style-type: none"> <li>• Continue <a href="#">co-teaching</a> content with mentor teacher; take leadership role</li> <li>• Master skills in planning, instruction, management, and professionalism</li> </ul>   | <ul style="list-style-type: none"> <li>• Co-plan and <a href="#">co-teach</a></li> <li>• Provide formative feedback to candidate</li> <li>• Communicate regularly with WU supervisor (including attendance at meetings and evaluation conferences)</li> <li>• See handbook for details</li> </ul>                              |