



Truman State University Clinical Course and Field Expectations



Undergraduate Experiences			Graduate Experiences	
Course Experience	ED 388 Exploratory Field Experiences	ED 393/394 Clinical Experiences in Teaching	608 Management of Instruction	ED 609 Internship
Purpose of the Course	Exploratory course on Education and Clinical Practice, professionalism, and disposition: -Exploratory Areas: -Technology -Diversity	What to Teach and How to Teach: -Classroom management -Direct Instruction, Concept Teaching, Cooperative Learning, Problem-Based Learning -Pedagogical focus on teaching-lesson planning (Understanding by Design)	Specialty Area-Best Practices: -Classroom Management -Differentiation of instruction -Teaching/Instructional styles -Development of basic philosophical, planning, and implementation skills related to the design and teaching of the concepts of the discipline specialty	Culminating Clinical Experience: -A minimum of a public school semester of full-time participation as a junior member of a school faculty under the guidance of mentor teachers, administrators, and university representatives. -Extensive experience is provided in all facets of a teacher's role. -Seminars conducted by university personnel assist interns in assessing their experiences, in refining their performance, and in completing university coursework that includes field components.
Clinical/Field Requirement	10 classroom hours 20 diversity hours	45 Classroom hours	Varies by Discipline (Minimum of 25 hours)	Semester min. to Full-Year internship: Spans a district semester (approx. 18 weeks)
Field Experience	ED 388 Field Experiences Seminar	ED 393/394 Clinical Experiences in Teaching	608 Management of Instruction	ED 609 Internship
Threshold Expectations	-Assist with various teaching roles -Provide individual or small group assistance as directed -Reflect on experiences through class assignments	Intentionality: -Initiate teaching experiences (small and whole group) -Try out classroom management strategies -Recognize theory and practice connection -Experiment with formative and summative assessments -Reflect on the importance of dispositions for teaching	-Initiate differentiated teaching experiences (small and whole group) -Practice classroom management strategies -Apply the connection between theory and practice to design authentic learning opportunities -Implement effective formative and summative assessments -Demonstrate appropriate dispositions for teaching	-Implement differentiated learning in the classroom (small and whole group) -Become proficient at implementing classroom management strategies -Routine application of theory and practice in all facets of the classroom -Routinely use assessments to inform practice -Demonstrate professionalism, skills and disposition of a beginning teacher
Impact on P-12 Learning	-Observation of teaching -Familiarization with classroom processes -1:1 assistance with students	-2 lessons observed (by Mentor and University Supervisor) -Evidence on mini-lesson -Assessment rubric and reflection -Mini-lesson assessment/results -Active participation in the learning process	-Creates and delivers thematic mini-unit (Lesson planning, Assessment, Best Practice) -Discipline and site-specific participation in learning	-Phase-in/Phase-out -Lead instruction independently or with a co-teacher -Primary responsibility for curricular implementation and assessment
Evaluation	-Missouri Educator Profile (MEP)	-End of Course-Mentor -MEP -Professional Development Plan	-Varies by Discipline -Professional Development Plan	-End of Internship-Intern and Mentor -Professional Development Plan

Minimum of 100 Field Experience Hours Required to Complete Internship