

## Truman State University Clinical Course and Field Expectations



Undergradu	ate Experiences		Graduate Experiences		
Course	ED 388 Exploratory	ED 393/394 Clinical Experiences	608 Management of	Γ	ED 609 Internship
Experience		in Teaching	Instruction		P.
Purpose of	Exploratory course	What to Teach and How to	Specialty Area-Best	1	Culminating Clinical
the Course	on Education and	Teach:	Practices:		Experience:
the course	Clinical Practice,	-Classroom management	-Classroom Management		-A minimum of a public
	professionalism, and	-Direct Instruction, Concept	-Differentiation of		school semester of full-time
	disposition:	Teaching, Cooperative Learning,	instruction		participation as a junior
	-Exploratory Areas:	Problem-Based Learning	-Teaching/Instructional		member of a school faculty
	-Technology	-Pedagogical focus on teaching-	styles		under the guidance of
	-Diversity	lesson planning (Understanding	-Development of basic		mentor teachers,
	Diversity	by Design)	philosophical, planning,		administrators, and
		of Design)	and implementation skills		university representatives.
			related to the design and		-Extensive experience is
			teaching of the concepts		provided in all facets of a
			of the discipline specialty	a	teacher's role
	* ×		of the discipline specialty	shi	-Seminars conducted by
				LU	-Seminars conducted by university personnel assist
				nte	interns in assessing their
				e I	experiences in refining their
				let	experiences, in refining their performance, and in
	10			Ū	completing university coursework that includes
					field components.
Clinical/	10 classroom hours	45 Classroom hours	Varies by Discipline		Semester min. to Full-Year
Field	20 diversity hours		(Minimum of 25 hours)		internship: Spans a district
Requireme			(	nba	semester (approx. 18 weeks)
nt	×			R	(approxime to meeting)
Field	ED 388 Field	ED 393/394 Clinical Experiences	608 Management of	nrs	ED 609 Internship
Experience	Experiences Seminar	in Teaching	Instruction	Ho	
Threshold	-Assist with various	Intentionality:	-Initiate differentiated		
Expectation	teaching roles	-Initiate teaching experiences	teaching experiences	ien	learning in the classroom (small and whole group) -Become proficient at implementing classroom
s	-Provide individual	(small and whole group)	(small and whole group)	er	(small and whole group)
	or small group	-Try out classroom management	-Practice classroom	TXL	-Become proficient at implementing classroom management strategies -Routine application of
	assistance as directed	strategies	management strategies	dI	implementing classroom
	-Reflect on	-Recognize theory and practice	-Apply the connection	lel	management strategies
	experiences through	connection	between theory and	0 F	-Routine application of
	class assignments	-Experiment with formative and	practice to design		theory and practice in all
		summative assessments	authentic learning		facets of the classroom
		-Reflect on the importance of	opportunities	um	-Routinely use assessments
		dispositions for teaching	-Implement effective	imi	to inform practice
			formative and summative	Tim	to inform practice -Demonstrate professionalism, skills and
			assessments		
			-Demonstrate appropriate		disposition of a beginning
			dispositions for teaching		teacher
Impact on	-Observation of	-2 lessons observed (by Mentor	-Creates and delivers		-Phase-in/Phase-out
		and University Supervisor)	thematic mini-unit		-Lead instruction
0			(Lesson planning,		independently or with a co-
			Assessment, Best		teacher
			Practice)		-Primary responsibility for
		-Active participation in the	-Discipline and site-		curricular implementation
		learning process	specific participation in		and assessment
			learning		
Evaluation	-Dispositions		-Varies by Discipline		-End of Internship-Intern
	Assessment		-Professional		and Mentor
		-Professional Development Plan	Development Plan		-Professional Development
		2655	5.1204		Plan