

Truman State University Clinical Course and Field Expectations



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|---------------------------|------------------------|--|--|------------|---|
| Undergraduate Experiences | | | Graduate Experiences | | |
| Course | ED 388 Exploratory | ED 393/394 Clinical Experiences | 608 Management of | | ED 609 Internship |
| Experience | Field Experiences | in Teaching | Instruction | | |
| Purpose of | Exploratory course | What to Teach and How to | Specialty Area-Best | | Culminating Clinical |
| the Course | on Education and | Teach: | Practices: | | Experience: |
| | 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, |
| | Stephenson Stephenson | by Design) | philosophical, planning, | | administrators, and |
| | | 3 2 / | 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 | 2 | teacher's role. |
| | | | | Shi | -Seminars conducted by |
| | | | | E | university personnel assist |
| 1 | | | | nte | teacher's roleSeminars conducted by university personnel assist interns in assessing their |
| | | | | e I | experiences, in refining their |
| | | | | let | experiences, in refining their performance, and in |
| | | | | up | completing university |
| | | | | 5 | completing university coursework that includes |
| | | | | | field components. |
| Clinical/ | 10 classroom hours | 45 Classroom hours | Varies by Discipline | d t | Semester min. to Full-Year |
| | 20 diversity hours | 45 Classicolli licuis | (Minimum of 25 hours) | ire | Semester min. to Full-Year internship: Spans a district |
| Requireme | 20 diversity nours | | (William of 25 hours) | nb | semester (approx. 18 weeks) |
| nt | 90 | | | Req | semester (approx. 18 weeks) |
| Field | ED 388 Field | ED 393/394 Clinical Experiences | 608 Management of | ILS | ED 609 Internship |
| | Experiences Seminar | | Instruction | Hours | LD 009 Internship |
| Threshold | -Assist with various | Intentionality: | -Initiate differentiated | e F | -Implement differentiated |
| | teaching roles | -Initiate teaching experiences | teaching experiences | Experience | learning in the classroom |
| Expectation | -Provide individual | (small and whole group) | (small and whole group) | rie | (small and whole group) |
| 3 | or small group | -Try out classroom management | Descrice eleganoem | the | -Become proficient at |
| | assistance as directed | | management strategies | E | implementing classroom management strategies -Routine application of theory and practice in all |
| | -Reflect on | -Recognize theory and practice | -Apply the connection | pla | management strategies |
| | experiences through | | between theory and | E | Pouting application of |
| | class assignments | The state of the s | practice to design | 00 | theory and practice in all |
| | class assignments | | authentic learning | f1 | facets of the classroom |
| | | | annertunities | 0 U | Poutingly use assessments |
| | | -Reflect on the importance of dispositions for teaching | opportunities | ını | -Routinely use assessments |
| | | dispositions for teaching | -Implement effective formative and summative | iii | -Routinely use assessments to inform practice -Demonstrate professionalism, skills and |
| | | | assessments | Mir | professionalism skills and |
| | | | Demonstrate engage etc | K | disposition of a beginning |
| | | | -Demonstrate appropriate | - 1 | disposition of a beginning teacher |
| Impost | Observation of | | Creates and delivers | | -Phase-in/Phase-out |
| Impact on | -Observation of | -2 lessons observed (by Mentor | -Creates and delivers | | |
| | teaching | 2 1 / | thematic mini-unit | - 1 | -Lead instruction |
| 0 | | | (Lesson planning, | - 1 | independently or with a co- |
| | classroom processes | | Assessment, Best | - 1 | teacher |
| | -1:1 assistance with | | Practice) | - 1 | -Primary responsibility for |
| | students | -Active participation in the | -Discipline and site- | - 1 | curricular implementation |
| | | | specific participation in | | and assessment |
| | D | | learning | | |
| | -Dispositions | -End of Course-Mentor | -Varies by Discipline | | -End of Internship-Intern |
| | Assessment | | -Professional | | and Mentor |
| | | -Professional Development Plan | Development Plan | - 1 | -Professional Development |
| | | emol . | 5,000 | - 1 | Plan |