

STANDARD 3: FIELD EXPERIENCE AND CLINICAL PRACTICE

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in Teacher Preparation

Standard 3: Field Experience & Clinical Practice

- The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Expectations

Initial

- Evidence of the Conceptual Framework and “buy-in” by the partner site and personnel there
- Diversity of Experience
- Quality of the Cooperating Teacher
- Shared Expertise and Integrated Resources
- Joint planning by stakeholders in schools and faculty who work with field and internship students.

Advanced

- Evidence of the Conceptual Framework and “buy-in” by the partner site and personnel there
- Diversity of Experience
- Quality of the Mentor Principal, Counselor or other administrator
- Shared Expertise and Integrated Resources
- Joint determination of placement for interns in professional roles

Specific parameters

- Diversity – race, ethnicity, exceptionalities, gender and socioeconomic groups, not only of students but also diversity of cooperating teachers/mentors, and supervisors.
- Addressing the field and clinical experience of practicing teachers who are returning for masters degrees and of graduates seeking licensure and who may be teachers of record (T.O.R.) in a classroom.
- Expertise of cooperating teachers and mentoring of Teacher of Record, with contingency placements if TOR's are not in diverse settings.
- Addressing concerns:
- Ensuring consonance with current research, practice and emerging policies.
- Alignment with standards.
- Ensure contemporary knowledge base of child and adolescent development and, in the case of administrators – adult education.
- Ensure the qualifications of all supervising faculty, clinical faculty, mentors in the k-12 schools including exceptional expertise.

3a. Collaboration Between Unit & School Partners (Initial)

- Design, Deliver, & Evaluate Field Experiences & Clinical Practice
- Candidates demonstrate knowledge, skills, & dispositions
- Jointly determine placement
- Share expertise

3a. Collaboration Between Unit & School Partners (advanced)

- Advanced programs for teachers
 - ▣ Must complete structured field experiences
 - ▣ Apply course work in classroom setting, analyze, reflect
 - ▣ Can take place in candidates' school setting
- Other school professionals
 - ▣ Must complete structured field experiences
 - ▣ Must complete clinical practice
 - Involve analyzes of data, use of technology, application of knowledge related to students, families, and communities

Target

- The unit and its school partners participate in each other's professional development activities.
- The unit and its school partners share expertise and integrate resources to support candidate learning.

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3b: Design, Implementation, Evaluation

- Entry and exit criteria exist
- Reflect the conceptual framework
- Provide learning opportunities for candidates
- Assessments conducted jointly by partners
- Criteria for school faculty known

Target

- Both field experiences and clinical practice extend the unit's conceptual framework into practice through modeling by clinical faculty and well designed opportunities to learn through doing.
- Candidate learning is integrated into the school program and into teaching practice.
- Candidates are members of instructional teams in the school and are active participants in professional decisions.

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Target (Advanced)

- Candidates in advanced programs are required to critique and synthesize educational theory related to classroom practice based on their own applied research.
- Candidates are required to design, implement, and evaluate projects related to the roles for which they are preparing.



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3c. Candidates develop ksd's to help all students learn

- Assessments (multiple) are linked to standards & conceptual framework
- Allow time for reflection, feedback from peers & clinical faculty
- Candidates collect data on student learning, analyze them, and develop strategies for improving learning.
- All candidates are exposed to settings with diverse students
 - Students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups.

Target

- Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice.
- Candidates develop and demonstrate proficiencies that support learning by all students

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Do's

- Create a timeline
- Create a team of workers
- Identify your own weaknesses and develop a plan to address them
- Make things easy for the team
- Use the NCATE resources
- Line your faculty up and count them



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Don'ts

- ❑ Wait until the last minute
- ❑ Leave it to the secretary to do
- ❑ Try to hide things hoping they won't be found
- ❑ Try to do it all by yourself

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