

## NSU'S TEACHER EDUCATION CLINICAL EDUCATION EXPERIENCES PLAN

*Originally Approved by Teacher Education Council March 27, 2003*

Last modification approved by TEC fall 2016

Any candidate seeking variation from this plan must submit the request, in writing, to the COE Review and Retention Committee for approval. The unit ensures diverse field placements for all candidates at clinical sites based on state demographic data. All candidates are required to have on file, current within one year for all field experiences, a background check indicating: residency history, social security trace, and national criminal record search including sex offender registry.

### **SEMESTER ONE – PRE-I CLINICAL BLOCK**

1. All education majors (teacher candidates) will have earned 45 hours and have a minimum 2.75 overall GPA (Grade Point Average) before enrolling in EDUC 3313 Clinical Teaching.  
**NOTE:** Beginning fall 2013 GPA admission requirements for Teacher Education will be 2.75 overall for incoming freshmen and new transfer students. Also, beginning fall 2013 and after receiving **full admission**, all candidates must maintain a 2.50 GPA overall, in major content area, and professional education core classes except for Early Childhood, Elementary, and Special Education majors, who must maintain a 2.75 GPA overall, in major content area, and professional education core classes.
2. All potential teacher education majors are encouraged to concurrently enroll in EDUC 3313 Clinical Teaching and EDUC 3113 Educational Psychology.
3. All potential teacher education majors must verify that they have taken and passed or are registered to take the OGET (Oklahoma General Education Test) upon enrollment in EDUC 3313. All candidates must pass the OGET to successfully complete and receive a grade for EDUC 3313.
4. Prior to placement, candidates must provide proof of current background check (see above). PRE-I candidates participate eight (8) full days in a classroom appropriate to their major. These field experience days should be spread across the semester.
5. Candidates begin reflective journal in EDUC 3313 and maintain that journal throughout their field experiences.
6. Classroom teachers (clinical faculty) who supervise Pre-I candidates will be given a list of general guidelines and expectations.
7. Each candidate will participate in professional interviews required for admission to teacher education.
8. By the end of the semester, EDUC 3313 instructors will complete and discuss a Professional Habits Inventory with each candidate.
9. All candidates must successfully complete Portfolio Checkpoint I (competency 9) to advance in the program.
10. Candidates must meet all of the above conditions to be fully admitted to NSU's Teacher Education program. Failure to do so will result in receiving a grade of "U" in EDUC 3313 and will restrict enrollment in next semester.

### **SEMESTER TWO**

11. During semester following Pre-I Clinical Block, teacher candidates should continue to take courses from their major.
12. Candidates must consult with academic and faculty advisors to assure proper enrollment and sequencing.

### **SEMESTER THREE – PRE II CLINICAL BLOCK**

13. Application for Pre-Internship II must be filed the semester prior to the internship and attendance at Placement Seminar is required. (Note: Due to course offering it will be necessary for Science majors to make application in spring and enroll in SCI 4513, EDUC 4353, & EDUC 4032 for following fall semester.)
14. Candidates will have earned 2.5 GPA overall, in major content area, and professional education courses except for Early Childhood, Elementary, and Special Education majors who must earn 2.75 GPA overall, in major content area, and professional education courses.
15. Candidates enroll in Pre-Internship II, EDUC 4032; attendance is required at all seminars.
16. All secondary & K-12 majors (Art, Cherokee, English, HPE, Math, Music, Science, Social Studies, and Spanish) are required to concurrently enroll in EDUC 4032, Pre-II and EDUC 4353, Secondary Teaching Methods & Practices. Depending on course availability, the major methods class is required at this time as well.
17. ELED and SPED majors are required to concurrently enroll in ELED 4563, Management of the Elementary Classroom and EDUC 4032, Pre-II.
18. ECED majors are required to concurrently enroll in ECED 4513, Organization and Implementation of EC and EDUC 4032, Pre-II.
19. Educational Psychology EDUC 3113, Emerging Technologies EDUC 4823, and Introduction to Education of Children with Exceptionalities SPED 4433 should be taken concurrently with or as prerequisites of Pre-Internship II EDUC 4032.
20. Prior to placement, candidates must provide proof of current background check (see above). Pre-II candidates will be placed at approved school site and with approved teacher appropriate for area of certification. Departmental approval of placement may be required.
- ~~21.~~ Pre-II candidates will be in schools ten (10) full days during the semester.
22. Candidates will maintain a reflective journal over their experiences in Pre-II. A summary of these reflections will be submitted in EDUC 4032, Pre-II Internship.
23. In EDUC 4032, each candidate will teach at least 3 lessons; these lessons will be tied to the candidate's methods course. All lessons will follow NSU's COE Lesson Plan Template (modifications by candidates' major are allowed) accompanied with a self-reflection. Assigned clinical faculty will formally evaluate at least three lessons

- taught by candidate. At least one lesson taught will be peer evaluated. Depending on major, lessons taught may be evaluated / observed by NSU faculty using content area / Specialized Professional Association criteria. Lesson evaluations will follow rubric presented via Chalk & Wire. \*In addition, each major may have its own criteria.
24. To receive a passing grade in EDUC 4032, candidates must receive satisfactory teaching evaluations by the clinical faculty, peer, and the faculty from the major (if applicable). Candidates must attend all seminars, complete Portfolio Checkpoint II (competencies 1, 2, 3, 4, 5, 6, 10), and complete all required assignments. Failure to do so will result in a grade of "F" for EDUC 4032 and will stop progression through the program until successfully completed.
  25. Application to the full internship program must be filed the semester prior to the internship and attendance at the Orientation Seminar is required.
  26. Candidates participate in a placement interview with their assigned coordinator the semester prior to their full internship.

#### **SEMESTER FOUR – FULL INTERN CLINICAL BLOCK**

27. Candidates will make application for fall graduation by August 15<sup>th</sup> and for spring graduation by January 15<sup>th</sup>.
28. Candidates will have earned 2.5 GPA overall, in major content area, and professional education courses except for Early Childhood, Elementary, and Special Education majors who must earn 2.75 GPA overall, in major content area, and professional education courses.
29. Candidates must pass the Oklahoma Subject Area Test (OSAT) appropriate for their major prior to beginning their internship at the school site. Prior to placement, candidates must provide proof of current background check (see above).
30. Candidates may take three (3) credit hours concurrently with full intern teaching, pending departmental approval. Requests for taking 4-6 credit hours must be submitted in writing and approved by the Department and the COE Review and Retention Committee. Any hours taken cannot interfere with the school day.
31. Full Internship candidates must enroll in the appropriate 12 hours of credits including EDUC 4172, Assessment and Evaluation and EDUC 4252, Seminar.
  - a. ELED/ECED majors will also enroll in EDUC 4044 & EDUC 4054 Elem Intern Teaching.
  - b. K-12 majors (Art, Cherokee, Health & Physical Educ., Music, Spanish, & SPED) will enroll in EDUC 4054, Elem Intern Teaching & EDUC 4074 Sec. Intern Teaching.
  - c. Secondary majors (English, Math, Science, & Social Studies) will enroll in EDUC 4064 & EDUC 4074 Sec. Intern Teaching.
32. To receive passing grades for the full internship, candidates attend all seminars, earn satisfactory evaluations of their teaching, successfully complete Portfolio Checkpoint III (competencies 7, 8), and complete all required assignments. Teacher candidates begin with the school site calendar (i.e. first day of school in August or first day after winter break) and complete 80 days (560 instructional clock hours).
33. Clinical faculty will agree to attend 1 training seminar every two years that they supervise a candidate or as required if major changes occur to the program in order to receive their stipend.
34. Principals are strongly encouraged to be an integral part of the process of support and evaluation for teacher candidates. Principals are asked to observe candidates teaching and provide feedback and be interview as to what they look for in a new teacher.
35. University coordinator visits at least twice to observe, assess, and evaluate using an instrument based on Teacher & Leader Effectiveness (TLE) Observation Evaluation System.
36. NSU faculty from the candidate's major may observe in person or via technology with rubric reflective of NCATE approved Specialized Professional Association's standards.
37. Candidate will be evaluated by clinical faculty at the 4<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup>, and 16<sup>th</sup> week using a variety of instruments.
38. Teacher candidates will complete a Learning Project during their full internship experience. This is part of Checkpoint III.
39. Teacher candidates will return to campus for 6 full day seminars during the semester they are interning. Clinical faculty are invited. Candidates will meet with their coordinator and attend sessions which include:
  - a. Assessment and Evaluation (i.e. Using and interpreting standardized tests, creating assessments, evaluating students to monitor progress , data driven decision making
  - b. Current Issues (i.e. Mental Health / Substance Abuse in classrooms , No Child Left Behind / HR.1.)
  - c. Strategies for working w/diverse populations
  - d. Recognition of Outstanding Educators
  - e. Interviewing Skills and how to Enter the Job Market
  - f. Portfolio Preparation and Portfolio Checkpoint III
  - g. Teacher Job Fair

**THE TEACHER EDUCATION COUNCIL SHALL REVIEW THE CLINICAL EDUCATION EXPERIENCES PLAN ANNUALLY IN THE SPRING SEMESTER**