

**PRE-TEACHER CANDIDACY CLINICAL
 EXPERIENCE DESCRIPTIONS**

Directions: Students must enroll in the designated experiences while concurrently registered for certain specified courses. The list below identifies those courses and expected requirements. (Some field work may be incorporated into the other EDU courses as assignments, “field trips”, or special presentations.) The abbreviations and numbers mentioned after most points represent the forms to be used for documentation. You do not need to use a new form in each case; only use another form if the first is filled. Be sure to reflect on the areas specified in each clinical and read the fine print at the bottom of each form.

Note A: The hours listed are minimum requirements. Students are encouraged to give consideration to maximizing the experience by extending time involvement.

Note B: A minimum of one hundred hours (100) must be met in the pre-teacher candidacy clinical program. At least fifty (50) of these hours must meet the multicultural-diversity requirement. A separate reflection and documentation must be submitted for each experience applied to diversity.

EDU 221 Instructional and Classroom Management Strategies-2 cr.

EDU 292: Clinical:Pre-admission-1 cr.

This is a student’s first experience in an education focused clinical. Students taking the course joined to this clinical(EDU 221) are not yet declared. Therefore the WLC School of Education wants this experience to be one of interacting with the students, helping the teacher in whatever ways appropriate, observing classroom and lesson procedures, generally being involved in the education process. The students are not responsible for teaching full lessons, but can help the teacher in lessons and may work in small group settings. The students are also not responsible for classroom management.

- A. Participate in clinicals at two different schools (urban and suburban). This experience is developmental in format following these guidelines:
 - 1. Observe assigned teachers for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
 - 2. Observe and work with students who have varied abilities. Note especially inclusive situations for exceptionality. Consider both those students who struggle with learning and those who are gifted, and those identified as “at-risk.” Observe for special materials, facilities, procedures, and strategies. (OBS #2/LOG #3)
 - 3. Work with students one-on-one or in small group situations.
- B. Evaluate your experience and your growth in a final reflection paper and complete all necessary paperwork. See Education Handbook for all clinical paperwork to be submitted. In your Final Reflection Paper, describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include a separate reflection on these perspectives for this clinical.)**
- C. Interview one teacher and write a brief paper on your findings. See list of suggested interview questions in EDU Handbook.
- D. Specific things to do as you work in this clinical:
 - 1. Review the CLINICAL EXPERIENCE EXPECTATIONS SHEET and make sure your cooperating teacher has a copy.
 - 2. Participate in ORGANIZED OBSERVATION.
 - 3. Help the teacher – Give spelling tests, correct papers, copy materials, do a bulletin board or other visual aid, reading a story, helping with recess activities, etc.
 - 4. Work with the students – one-on-one, small group activities, in-lesson helper, etc.
 - 5. Be involved in as many aspects of teaching as you can. don’t wait to be asked!! you are thinking about being a teacher so immerse yourself in as much as possible so you can better make your decision.

MINIMUM: 20 HOURS

EDU 312 Instructional Strategies: Birth-8 3 cr.

EDU 382: Clinical: Early Childhood Models 1 cr.

- A. Participants in this developmental project focus on the foundational components of early childhood education.
 - 1. Observe assigned teacher(s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
 - 2. Compare and contrast the schedule, curriculum, teacher role, and classroom design of leading Early Childhood Education model classrooms serving a similar age population. (LOG #3)
 - 3. Observe and assist in small group or individual situations as directed by the classroom teacher. (OBS #2/LOG#3)
 - 4. Describe the social environment and provisions for positive child guidance. (Summarize your findings in your evaluation.)
- B. Evaluate your experience overall; describe the insights you gained; identify strategies and/or approaches that were new to you in a reflection.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 15 HOURS

EDU 323 Instructional Strategies: Middle School 3 cr.

EDU 394: Clinical: Middle 1 cr.

- A. Participate in the middle school partnership in your major/minor area:
 - 1. Observe assigned classroom teacher for procedure, classroom acclimation, familiarity with students, and utilization of language arts skills in the content area.
 - 2. Observe and mentor assigned students to assist them in their growth in knowledge and performance in this subject area. (EVAL #4/LOG #3)
 - 3. Discuss standards, performance expectations, and procedures for this subject area in this district. (Summarize your findings in your evaluation.)
 - 4. Observe/review texts and curriculum guides for possibilities of service learning incorporation. (Describe your findings in your evaluation.)
 - 5. Inquire of three teachers in this content area about grading and evaluation expectations. (3 INT !1/LOG #3)
 - 6. Teach at least TWO different times during this experience. This can be an entire lesson or a portion of the lesson. (EVAL #4/LOG #3)
- B. Evaluate your overall experience; assess your comfort level in the subject area knowledge base, standards grading, and teaching skills; Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 20 HOURS

EDU 324 Teaching Social Studies 2 cr.

EDU 390: Clinical: Social Studies 1 cr.

- A. Participate in the clinical in the elementary/middle school setting:
 - 1. Observe assigned teacher(s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
 - 2. Observe and mentor students as described in the course expectations. (3EVAL #4/LOG #3)
 - 3. Note integration of literacy and content instruction.
- B. Evaluate your experience and growth in social studies instruction, content standards, and the teaching profession as you complete each designated form per specified directions.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 20 HOURS

EDU 327 Teaching Science 2 cr.

EDU 391: Clinical: Science 1 cr.

- A. Participate in the science partnership clinical:
 - 1. Observe assigned teacher(s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
 - 2. Observe and assist in small group or individual situations to reinforce science objectives. (LOG #3)
 - 3. Teach and/or demonstrate an objective in science. (3 EVAL #4/LOG #3)
- B. Evaluate your overall experience, comfort level in science knowledge, and standards and awareness of the importance of experimentation and scientific inquiry as you complete each designated form per specified directions.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 20 HOURS

EDU 328 Teaching Mathematics 3 cr.

EDU 392: Clinical: Mathematics

- A. Participate in the math action research project and clinical:
 - 1. Observe assigned teacher (s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
 - 2. Observe and assist in small group or individual situations to reinforce math objectives. (LOG #3)
 - 3. Teach and/or demonstrate an objective in math. (3 EVAL #4/LOG #3)
 - 4. Design and implement the steps of an action research project as connected to class assignment.
- B. Evaluate your overall experience, comfort level in math knowledge, and standards and awareness of multi-sensory approach to teaching math.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 20 HOURS

EDU 330 Emerging Literacy 1 3 cr.

EDU 383: Clinical: Literacy Early Childhood Education 1 cr.

- A. Participants in this developmental project focus on literacy development, lesson planning, and assessment tools of developmentally appropriate early childhood literacy models.
 - 1. Observe assigned teacher(s) for procedure, classroom acclimation, and familiarity with students. (OBS #2/LOG #3)
 - 2. Compare and contrast the literacy program of two kindergarten classrooms to demonstrate your understanding of developmentally appropriate practices. (Summarize your findings in your evaluation.) (LOG #3)
 - 3. Observe and assist in small group or individual situations to reinforce literacy. (2 INT #1/LOG #3)
 - 4. Interview two teachers at the same grade levels concerning their evaluation tools (anecdotal/running account, sampling, checkpoints, portfolio, etc.), frequency and format of conferences, and relevancy of their evaluation in conjunction with their literacy program. (2 INT #1/LOG #3)
 - 5. Teach and /or demonstrate an objective in literacy. (EVAL #4/LOG #4)
- B. Evaluate your experience overall; describe your comfort level in literacy knowledge and standards; awareness of the importance of experimentation; a multi-sensory approach; teaching to match the individualized learning styles of students; assess your teaching skills.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 15 HOURS

EDU 333 Emerging Literacy 2 3 cr.

EDU 396: Clinical: Literacy Middle Childhood 1 cr.

- A. Participate in a literacy tutoring program. Plan and organize approaches for instruction for each session which reflect strategies emphasized in class. Be able to identify specific areas of reading improvement. (2-3 EVAL #4/LOG #3)
- B. Participate in a reading classroom partnership project which is developmental in format.
 1. Observe assigned classroom teacher for procedure, classroom acclimation, and familiarity with students.
 2. Observe for students who are struggling with reading. Try to identify areas of weakness and strategies which assist.
 3. Observe for students who are advanced in reading for this level. Try to identify areas of strengths/weaknesses and strategies which assist. (OBS #2/LOG #3)
 4. Prepare/teach three skill lessons on some developmental reading area; prepare/teach at least one literature-based reading lesson. (3 EVAL #4/LOG #3)
- C. Evaluate your overall experience; describe what techniques you have learned; analyze the learning styles and abilities of the students in the tutoring program; assess your teaching skills.
- D. Describe your growth/insights/understanding of the diverse learner. Connect this need for awareness with your role as future Christian educator. **(Hours may contribute to fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 30 HOURS

EDU 341 Instructional Strategies in the Minor 2 cr.

EDU 395: Clinical: (Minor) Middle/Secondary 1 cr.

- A. Participate in the middle and/or secondary school partnership in your minor area which is developmental in format:
 1. Observe assigned classroom teacher for procedure, classroom acclimation, familiarity with students and utilization of language arts skills in the content area.
 2. Observe and mentor assigned students to assist them in their growth in knowledge and performance in this subject area. (3 EVAL #4/LOG #3)
 3. Discuss standards, performance expectations, and procedure for this subject area in this district. (Summarize your findings in your evaluation.)
 4. Observe/review texts and curriculum guides. (Describe your findings in your evaluation.)
 5. Inquire of three teachers in this content area about grading and evaluation expectations. (3 INT #1/LOG #3)
 6. Teach at least two different times during this experience. This can be an entire lesson or a portion of a lesson. (3 EVAL #4/LOG #3)
- B. Evaluate your overall experience; assess your comfort level in the subject area knowledge base, standards grading, and teaching skills.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 20 HOURS

EDU 342 Instructional Strategies in the Major 2 cr.

EDU 393: Clinical: (Major) Secondary

- A. Participate in the secondary school partnership in your major area:
 1. Observe assigned classroom teacher for procedure, classroom acclimation, familiarity with students, and utilization of language arts skills in the content area.
 2. Observe and mentor assigned students to assist them in their growth in knowledge and performance in this subject area. (3EVAL #4/LOG #3)
 3. Discuss standards, performance expectations, and procedures for this subject area in this district. (Summarize your findings in your evaluation.)
 4. Observe/review texts and curriculum guides. (Describe your findings in your evaluation.)
 5. Inquire of three teachers in this content area about grading and evaluation expectations. (3 INT #1/LOG #3)
 6. Teach at least two different times during this experience. This can be an entire lesson or a portion of the lesson. (3 EVAL #4/LOG #3)
- B. Evaluate your overall experience; assess your comfort level in the subject area knowledge base, standards grading, and teaching skills.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 30 HOURS

EDU 343 Early Childhood Methods for Wide Range Educators 2 cr.

EDU 385: Clinical: ECH Wide-Range

- A. Participate in an early childhood school classroom in your major area:
 1. Observe assigned classroom teacher for procedure, classroom acclimation, familiarity with students, and utilization of language arts skills in the content area.
 2. Observe and mentor assigned students to assist them in their growth in knowledge and performance in this subject area.
 3. Discuss standards, performance expectations, and procedures for this subject area in this district. (Summarize your findings in your evaluation.)
 4. Observe/review texts and curriculum guides. (Describe your findings in your evaluation.)
 5. Inquire of three teachers in this content area about grading and evaluation expectations.
 6. Teach at least one time during this experience. This can be an entire lesson or a portion of the lesson.
- B. Evaluate your overall experience; assess your comfort level in the subject area knowledge base, standards grading, and teaching skills.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 20 HOURS

EDU 431 Content Area Literacy 3 cr.

EDU 397: Clinical: Literacy Early Adolescence/Adolescent

- A. Participate in a literacy tutoring program, preferably with middle/secondary students in your major/minor area.
 1. Plan and organize approaches for instruction for each session which reflect strategies emphasized in EDU 431. Be able to describe areas of improvement and the rationale for that.
 2. Observe/interview a teacher in your major/minor area; identify and list the activities in the lessons which reflect the language arts skills: reading, writing, speaking, listening. Describe the techniques the teacher utilizes to teach the subject matter along with the skills needed to read, write, speak, and listen in this context.
- B. Evaluate your overall experience, describe techniques acquired; analyze the learning styles and abilities of the students in the tutoring program; assess the application of literacy skill instruction to this subject area.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators. **(These hours may contribute to the fulfillment of EDU 492 and you must include reflection on these issues for this clinical.)**

MINIMUM: 30 HOURS

EDU 451 Human Relations for Educators 3 cr.

EDU 492: Clinical: Multiculturalism 1 cr. (This clinical is to be used only when the fifty hours have not been met as part of previous experience.)

- A. Participate in a partnership arrangement which represents the diversity objectives.
 1. Observe a school that has cultural, ethnic, or racial representation different from your own represented in the classroom. Note interaction of students and teacher and students with other students. Minimum of 25 hours. (OBS #2/LOG #3)
 2. Interview a minority staff member. (INT #1)
 3. Observe other classes with "children at-risk." Assess specific teacher/student concerns. (OBS #2/LOG #3)
- B. Evaluate your experience overall; describe the insights you gained concerning diversity; identify strategies/approaches that were new to you; connect the need for this awareness to our role as Christian educators.
- C. Describe your growth, insights, and understanding of the diverse learner. Connect this need for awareness with our role as future Christian educators.

MINIMUM: 50 HOURS