# EDUC 4230 Clinical Practice #3

## Purpose

The pre-internship clinical practice is the practical application of concepts being taught during the time candidates are enrolled in EDUC 4232 Assessment and Evaluation. Candidates have been admitted to the Teacher Education Program and are developing the skills and competencies to prepare them for clinical practice (student teaching). Candidates will also apply for the clinical internship (student teaching) during this course.

This program is part of a continuing effort by the teacher preparation program to provide more "firsthand experiences" and narrow the gap between theory and practice. It is designed to be a collaborative effort in which the clinical faculty and university faculty work together in helping pre-service teacher education candidates make a smooth transition from the university classroom to the final phase of their preparation program that includes 16 full weeks of clinical practice (student teaching). Candidates will be placed with the same clinical faculty member for both Clinical Practice #3 and Clinical Internship in order to provide a continuous experience the last two semesters of the program.

## Scope

The pre-internship clinical practice should provide teacher candidates’ opportunities to be involved in the application of the education theories addressed in university class work and textbooks. These include the following:

* Have additional experience in the real world of students, school communities, and the teaching profession
* Improve levels of competence and confidence in using the professional skills they are developing
* Practice and exhibit professional scholarship and behavior
* Learn about and be included in different and diverse educational experiences
* Identify classroom conditions which are varied and appropriate
* Become knowledgeable about both the scientific and the artistic dimensions of teaching as demonstrated in real classroom situations
* Conceptualize and predict accurately the interaction of influencing variables in teaching and learning
* Develop knowledge and skills in the areas of classroom management and student discipline
* Observe different teaching and learning styles
* Work directly with students as individuals in small groups and teach a minimum of one planned lesson to the class

The preceding list is not all encompassing. Certainly many other situations will arise which can provide insights into the rewards and demands of teaching. The clinical practice, as part of the Assessment and Evaluation course, is intended to help teacher candidates make better decisions concerning the pursuit of a career in public education. It should also help them to identify particular areas of interest and aptitude

## Clinical Practice #3 Active Involvements

**Southwestern Christian University - Teacher Education Program**

**EDUC 4230 Clinical Practice #3 – EDUC 42302 Assessment & Evaluation – Active Involvements**

***Select from this list of required involvements, additional involvements are listed for EDUC 2113 Foundations and EDUC 3202 Technology***

**Caring**

* Plan adaptations for a unit of instruction
* Adapt lesson for a few students
* Create individualized materials
* Provide individualized feedback
* Create alternative assessments
* Evaluate some students individually Differentiate instruction according to all students’ needs
* Develop plan for building relationships
* Create culturally relevant lesson and unit plans
* Organize effective grouping arrangements
* Create a variety of scaffolds to support independent learning
* Plan and execute effective classroom transitions
* Design a classroom management plan
* Develop a plan for establishing routines/classroom procedures
* Develop proactive and reactive classroom management plans

**Reflective**

* Develop unit instructional goals
* Use pre and post assessments
* Design new strategies based on formative assessment data
* Design, collect, and analyze summative assessment data
* Use summative assessment data to adjust unit teaching strategies
* Develop, implement, and evaluate multiple formative assessments.
* Develop a nine weeks grading plan
* Reflect on multiple lessons
* Adjust teaching strategies based on an analysis of data
* Provide a rationale for new strategies
* Analyze teaching video
* Develop resumes and portfolios in preparation for professional life
* Develop a teaching philosophy
* Complete Teacher Performance Assessment

**Service**

* Interact with professional staff
* Attend data assessment meetings
* Participate in parent conferences
* Communicate with parents and administrators about student performance
* Conduct home visits
* Attend community events
* Attend athletic events/extracurricular activities

**Scholarship**

* Use a variety of content sources
* Use Oklahoma content standards to develop unit plans
* Engage students in thinking about the content at the analysis and synthesis levels of Bloom’s taxonomy
* Students use a variety of sources
* Design activities that encourage students to integrate information from multiple content sources
* Engage students in thinking at all levels of Bloom’s taxonomy
* Co-plan unit instruction with clinical faculty
* Plan multiple lessons based on formative assessment data
* Integrate technology into instruction
* Co-teach with clinical faculty
* Design new strategies based on formative summative assessment
* Design unit with multiple instructional strategies (e.g. discussion, inquiry, project-based learning)