

Truman State University Clinical Course and Field Expectations



Undergradu	ate Experiences		Graduate Experiences		
Course	ED 388 Exploratory	ED 393/394 Clinical Experiences	608 Management of	Π	ED 609 Internship
Experience		in Teaching	Instruction		F
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,
	21101010	by Design)	philosophical, planning,		administrators, and
	,	= ===================================	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	۵	teacher's role.
			stre discipline specialty	shi	-Seminars conducted by
				Internsh	university personnel assist
				nte	interns in assessing their
				e I	experiences, in refining their
				let	performance, and in
				m	completing university
				S	coursework that includes
				to	field components.
Clinical/	10 classroom hours	45 Classroom hours	Varies by Discipline		
Field	20 diversity hours		(Minimum of 25 hours)	uir	Semester min. to Full-Year internship: Spans a district
Requireme			,	Red	semester (approx. 18 weeks)
nt					
Field	ED 388 Field	ED 393/394 Clinical Experiences	608 Management of	Hours	ED 609 Internship
Experience		in Teaching	Instruction		
Threshold	-Assist with various	Intentionality:	-Initiate differentiated	ce	-Implement differentiated
Expectation	teaching roles	-Initiate teaching experiences	teaching experiences	xperien	learning in the classroom
S	-Provide individual	(small and whole group)	(small and whole group)	per	(small and whole group)
	or small group	-Try out classroom management	-Practice classroom		
	assistance as directed	_	management strategies	<u>d</u>	implementing classroom management strategies -Routine application of theory and practice in all
	-Reflect on	-Recognize theory and practice	-Apply the connection	Fie	management strategies
	experiences through	connection	between theory and	0	-Routine application of
	class assignments	-Experiment with formative and	practice to design	f 10	theory and practice in all
			authentic learning		facets of the classroom
	,		opportunities	um	-Routinely use assessments
		dispositions for teaching	-Implement effective	iim	to inform practice
			formative and summative	Tin	-Routinely use assessments to inform practice -Demonstrate professionalism, skills and
			assessments		professionalism, skills and
			-Demonstrate appropriate		disposition of a beginning
Two m a a4	Obganistics -f		dispositions for teaching		teacher Phase out
Impact on P-12	-Observation of	-2 lessons observed (by Mentor	-Creates and delivers thematic mini-unit		-Phase-in/Phase-out
		2 1		- 1	-Lead instruction
Learning			(Lesson planning, Assessment, Best		independently or with a co- teacher
	classroom processes -1:1 assistance with		Practice)	- 1	-Primary responsibility for
	students	-Active participation in the	-Discipline and site-		curricular implementation
	· ·		specific participation in	- 1	and assessment
		learning process	learning		anu assessificili
Evaluation	-Dispositions	-End of Course-Mentor	-Varies by Discipline	-	-End of Internship-Intern
ı vaiuativii	-Dispositions Assessment	-Dispositions Assessment	- Professional		and Mentor
	1 100000111011t	•	Development Plan	- 1	-Professional Development
		1 1010331011a1 Developinient I Ian	Development I tall	- 1	Plan
					ı ıuıl