CLINICAL PRACTICE ORIENTATION
SSU Department of Teacher Education

Mr. Tim Davis, Clinical and Field Placement Coordinator
Dr. Loretta Harvey, Clinical Model Coordinator
Ms. Marcia Tackett, TK20 Specialist
Words of Advice from a Former Principal

• Mr. Tim Davis - Clinical and Field Coordinator

• You’re about to get to the Starting Line!!!
On Your Mark … Get Set … GO!

- Check your Level 2 application status; plan for deficiencies
- BCII/FBI must be up to date by August (Public Safety 8-10 M-F)
- Start taking OAE content, MC content and Reading #090 - Must pass BEFORE STUDENT TEACHING
- Attendance for ST (450 hours @ 7 hrs per day)
- Notify mentor teacher or field supervisor by 6:30-7 am
- Be PROFESSIONAL - NEXT SLIDE
On Your Mark ... Get Set ... GO!

- Professional can be more difficult at MC/AYA level
- Dress modest, conservative, not revealing.
- Maintain confidentiality - DO NOT GOSSIP!!!
- DO NOT use cell phones during instructional time.
- DO NOT COMMUNICATE with students on social media (FB, IG, SC).
- STUDENTS ARE NOT YOUR FRIENDS!!!
- Review School Board Policy - You can’t say you didn’t know!
On Your Mark … Get Set … GO!

ODE Professional Ethics - violations can ruin your career

1) Professional Behavior
2) Professional Relationships with Students
3) Accurate Reporting
4) Criminal Acts
5) Confidentiality
6) Use of Alcohol, Drugs or Tobacco
7) Self Promotion or Personal Gain
8) Contract Violations
OVERVIEW OF THE CLINICAL MODEL AT SSU

Dr. Loretta Harvey - Clinical Model Coordinator

• History
• What’s different
• Attendance and hours during methods and student teaching
• Co-teaching: Benefits and Tips
HISTORY OF THE CLINICAL MODEL AT SSU

• Year One – 10 EC students are Portsmouth Elementary
• Year Two – 21 EC, MC and AYA students at Portsmouth Elementary & MS/HS
• Year Three – 30 EC, MC and AYA students at Portsmouth and County Schools
• Year Four – Over 70 EC, MC and AYA students all over Scioto, Pike & Adams
• THIS IS YOU!!! And we are SO EXCITED that you are participating!!!
## WHAT’S DIFFERENT ABOUT THE CLINICAL MODEL?

<table>
<thead>
<tr>
<th>Traditional Model</th>
<th>Clinical Model</th>
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<tr>
<td>Course based teacher preparation</td>
<td>School based teacher preparation</td>
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<tr>
<td>Student teacher teaches alone</td>
<td>Co-teaching to improve P-12 student learning</td>
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<td>Fragmented/Partial year placement</td>
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<td>Cooperating Teacher</td>
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<tr>
<td>Miscommunication and disconnection</td>
<td>Improved communication and connections</td>
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<tr>
<td>Low confidence</td>
<td>High confidence</td>
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<td>Low impact</td>
<td>High impact</td>
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REQUIRED CLINICAL FIELD HOURS

• 4000 level methods – 126 hours
• Assessments – Methods course assignments, disposition form, and mid/final 3 ways
• Attendance follows school schedule (two absences max)

• 4900 level student teaching – 7hrs/day, minimum 450 hours
• Assessments – Seminar course assignments, disposition form, and mid/final 3 ways
• Attendance follows school schedule (two absences max)

• One/Two hour delays and early dismissals are counted as full days!
CO-TEACHING AND CLINICAL PRACTICE

• Seven examples of co-teaching
  – One teach/One Observe
  – One Teach/One Assist
  – Station Teaching
  – Parallel Teaching
  – Supplemental Teaching
  – Alternative/Differentiated Teaching
  – Team Teaching

• See page 7 in Handbook
BENEFITS OF CO-TEACHING

Research has shown there are many benefits to co-teaching:

• Two adults in the classroom
• Improved classroom management
• Improved achievement
• Improved parental involvement
• Sense of community among partners and students
FIVE TIPS TO MAKING CO-TEACHING WORK!

1) Say this mantra: "All students are our students."

2) Come to planning meetings prepared to maximize co-planning time.

3) If you feel something, say something! Open communication is the key!

4) The success of your students depends on the strength of your partnership!

5) Use a variety of co-teaching models to help maintain equality.
ASSESSMENTS FOR CLINICAL PRACTICE

• All forms are found in TK20:
  Tk20.Shawnee.edu

• All forms are completed by student intern, mentor teacher and field supervisor

• Dispositional form – Assesses interns professional behavior and attitude

• Field Narrative – Assesses professional teaching preparation & content knowledge (Feedback is IMMEDIATE!!!)

• Mid/Final 3 way – Assess overall performance, identifies areas of improvement, identifies support strategies, etc.
ASSESSMENTS FOR CLINICAL PRACTICE

• Disposition Form – See page 15 in handbook

• Complete within first two weeks. SAVE, don’t submit. You change/submit at the end.
  • Domain 1: Focuses on content knowledge
  • Domain 2: Focuses on feedback and fairness
  • Domain 3: Focuses on communication and collaboration
  • Domain 4: Focuses on planning and preparation
  • Domain 5: Focuses on professionalism
ASSESSMENTS FOR CLINICAL PRACTICE

• Field Narrative Form – FEEDBACK IS IMMEDIATE!
  • Grade level
  • Setting (time/period/subject)
  • Observations (what you saw/what intern did/what students did)
  • Things to think about (strengths/weaknesses with suggestions for improvement)
  • Date of evaluation
  • Grade (Pass/Fail)
ASSESSMENTS FOR CLINICAL PRACTICE

• Mid/Final 3 Way Evaluation Form – See page 17 in handbook

• Based on ODE Standards for the Teaching Profession (OSTP)
  • Domain 1: Content
  • Domain 2: Diversity
  • Domain 3: Environment
  • Domain 4: Teaching & Assessment
  • Domain 5: Professionalism
ASSESSMENTS FOR CLINICAL PRACTICE

MC and AYA Program specific assessments (MC/AYA ONLY!!!)

- Based on Specialized Professional Association (SPA) standards
- AMLE - Association for Middle Level Educators
- NSTA - National Science Association
- NCTM - National Council for Teachers of Math
- NCTE - National Council of Teachers of English
- NCSS - National Council for Social Studies
ASSESSMENTS FOR CLINICAL PRACTICE

Ms. Marcia Tackett, TK20 Specialist
• All forms are found in TK20:
  Tk20.Shawnee.edu
• New way to access field binder
• Assessments come in a virtual “3-ring” field binder.
• All forms are completed by student intern, mentor teacher and field supervisor
• Email Marcia for TK20 issues: mtackett@shawnee.edu
• Phone number for Marcia: 740-351-3220
ROLE OF CLINICAL MODEL TRIAD MEMBERS

Dr. Loretta W. Harvey - Clinical Model Coordinator

• Role of Student Intern
• Role of Mentor Teacher
• Role of SSU Field Supervisor
• Role of SSU Clinical Model Coordinator
ROLE OF STUDENT INTERN

• Meet and greet your mentor teacher.
• Conduct yourself as a professional.
• Inform clinical and university supervisors of absences.
• Assist with classroom/administrative duties as assigned.
• Adhere to university/school schedule.
• ASK QUESTIONS if you have them.
• HAVE FUN and LEARN LOTS!!!
ROLE OF MENTOR TEACHER

• Meet and greet your student intern.
• Conduct yourself as a professional.
• Orient student intern to school environment/curriculum/policies/procedures.
• Create a positive learning environment by preparing classroom/admin/others
• Encourage innovative teaching/assessment/technological strategies.
• Provide supportive and helpful feedback.
• ASK QUESTIONS if you have them.
• HAVE FUN and LEARN LOTS!!!
ROLE OF UNIVERSITY SUPERVISOR

• Meet and greet your student intern and mentor teachers.
• Conduct yourself as a professional.
• Orient student intern and mentor teacher to SSU policies/procedures/assessments.
• Encourage innovative teaching/assessment/technological strategies.
• Provide supportive and helpful feedback.
• HAVE FUN and LEARN LOTS!!!
ROLE OF CLINICAL MODEL COORDINATOR

• Meet and greet your student intern and mentor teachers.
• Conduct yourself as a professional.
• Encourage innovative teaching/assessment/technological strategies.
• Provide support to student interns, mentor teachers and field supervisors.
• HAVE FUN and LEARN LOTS!!!
CONTACT INFO FOR CLINICAL COORDINATOR

Dr. Loretta W. Harvey
Office: Room 165, Teacher Education Building
Phone: 740-351-3057
Email: lharvey@shawnee.edu
Facebook: Loretta Harvey
Twitter: Iwhphd
CONTACT INFO FOR FIELD COORDINATOR

Mr. Tim Davis
Office: Room 147, Teacher Education Building
Phone: 740-351-3297
Email: tdamis@shawnee.edu
THANK YOU FOR COMING!

We look forward to working with each of you in the upcoming year!