

### Standard 3: Field Experiences and Clinical Practice

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

Council for Teacher Education is confident that substantive field experiences, clearly relevant to theory and research embedded in the professional studies curriculum, followed by intensive and extensive clinical practice are essential to preparing excellent future teachers who will remain in the profession. All programs in the unit have committed to attaining a goal of assessing candidates according to standards-based performances and to enhancing and increasing P-12 partnerships throughout the state.

Teacher candidates currently complete at least 100 hours of field experience work prior to admission to student teaching, at one time but no longer, a state mandate. The CTE Five Year Plan has established a goal of eliminating a set number of hours once each program has fully implemented a performance system that assures that its candidates are proficient and ready for clinical practice/student teaching.

The 2003-2004 *Undergraduate Catalog* informs candidates of the kinds of field experiences they can expect in a given course (p. 104): observation, tutoring, one-on-one contact, non-instruction assisting, instructional aiding a group, micro teaching, simulation lab exercises, graduate practicum, professional meeting, other. This information apprises candidates of the kinds of field experiences they will participate in throughout their preparation.

The minimum state requirement in student teaching is full-day for at least 10 weeks (a minimum of 50 attendance days). All assignments require 36 clock hours for each semester hour of credit; therefore to receive 10 semester hours of credit, a candidate must log at least 360 clock hours. Council for Teacher Education approved a policy (01:06) that clinical practice/student teaching should constitute at least a full semester; some programs place candidates in the schools for a full semester, others intersperse school full-day experiences with on-campus seminars and workshops. For example, often programs will require candidates to attend state or regional professional conferences during the clinical practice semester, an activity that takes the candidate away from the school site but contributes immeasurably to professional disposition and commitment. Elementary candidates in Professional Development Schools spend a full year on site, the final semester in full-time clinical practice/student teaching. To attain the “advanced” level, over 300 clock hours are required in Speech Pathology. Candidates for certification as School Psychologists and as Administrators complete internships of two academic semesters prior to recommendation.

Among the goals of Council for Teacher Education in the current Five-Year Plan, relative to field experiences and clinical practice/student teaching are:

- Develop an Illinois State University statement regarding the intent, extent and depth of school-based experiences, including partnerships, and create a 5 year

strategy for development and implementation of those experiences as appropriate to each discipline and across all disciplines.

- Assist all programs in moving from 100 hours required field experiences prior to clinical practice to a performance-based assessment system that documents teacher candidate competencies.
- Collaborate across disciplines to recruit, retain, and prepare diverse candidates and to provide diverse settings for candidates' field experiences and clinical practice.
- Develop a system for preparing university supervisors and cooperating teachers to work with Illinois State University standards consistent with the goals of the professional education unit and those of individual programs.

### **Element 1: Collaboration between Unit and School Partners**

The design, delivery, and evaluation of field and clinical experiences is a collaborative effort among and between: instructional faculty, university supervisors who are the bridge between the university and the school, and school colleagues and partners. Illinois State University has developed a full range of partnerships that enable program faculty, candidates, school systems, and classroom teachers a wide variety of collaborative opportunities, all focused on preparing candidates for the classroom. These collaborations range from fully developed professional development partnerships with school districts and special education cooperatives to individualized opportunities in specialized schools and settings. For example, partners from the Wheeling District #21 PDS have been an integral part of design/delivery/evaluation of field and clinical experiences since the partnership was established. Their on-going teamwork with faculty liaisons from campus ensures that field experiences are effective and successful, leading to a candidate who is ready to “take over” the classroom on the first day of the “clinical practice” semester. Similar examples exist with newer PDS sites and with partnerships in other disciplines, notably Special Education and History Education.

The Office of Clinical Experiences and Certification Processes works closely with university departments and their supervisors as well as with school partners to ensure that candidate placements are appropriate. Many programs maintain a “cadre” of colleagues in the schools, those who have worked successfully with candidates in the past, those who may belong to program external advisory committees, those who have worked with the university on grants or research projects – individuals who understand the conceptual framework and value the kinds of candidates prepared by the university and in a particular program.

One of the IPLP Projects is particularly promising for early field experiences:

#### **Clinical Experiences for Freshmen Teacher Education Students**

The Clinical Experience Learning Circle has designed field experiences that precede the typical

pre-student teaching clinical experiences to make the clinical experience more meaningful and intensive for participants. The project is incorporating the input of teachers, administrators, and professors from a variety of colleges. In Fall 2001 a group of freshmen are completing clinical experiences in Peoria; in Spring 2002 another cohort will complete clinical experiences in Decatur.

## **Element 2: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

Field experiences are designed to reinforce the theory, research and best practice which candidates study in university course work. Field experiences for a given program prior to the culminating clinical practice/student teaching typically follow a pattern of progressive development; in other words, candidates will observe and reflect on classroom practice, will work with individual students or small groups, will assist the classroom teacher as appropriate, will participate in simulations and microteaching exercises, all of which prepares the candidate for the full-day, total immersion clinical practice/student teaching experience. These experiences are evaluated by university and school faculty, as well as by candidates themselves in self-reflection and modification of lesson and unit plans based on feedback and/or student achievement.

Candidates participate in observation (CECP annual reports note that observation hours are decreasing over the past five years in order for candidates to be more actively engaged), one-to-one tutoring, assisting the classroom teacher, microteaching, simulations, and other experiences as appropriate to the discipline. For example, Early Childhood Education majors spend time in hospitals and daycare centers; physical education majors often work in after-school programs or at community recreation centers.

The conceptual framework is reflected throughout a candidate's preparation, both in course work and in field experiences, including clinical practice/student teaching. Field experiences leading to clinical practice/student teaching offer opportunities for candidates to demonstrate the moral and intellectual virtues identified by the unit. For example, candidates must have completed the instructional analysis for inclusion, the multicultural assessment, and the language arts assessment prior to recommendation for certification—ensuring their abilities to teach all students. The unit is further assured that candidates understand the conceptual framework values and beliefs (as illustrated in the reflective essay for admission to professional studies) and have the professional dispositions requisite for an Illinois State University candidate (Disposition Assessment by Faculty).

Field experiences and clinical practice/student teaching allow candidates opportunities to “test-drive” the standards that may have been words on paper in their courses. In field experiences candidates see that the Illinois Learning Standards impact the work of the classroom teacher on a daily basis. The unit works closely with school partners to ensure that candidates are consciously aware of the links – that such awareness is not happenstance or mere chance. CECP ensures that all field supervisors receive sets of materials critical to the success of the candidate – these materials are also available on the “Teaching Redbirds” website for access for both candidates and supervisors (<http://www.coe.ilstu.edu/cecp/TeachingRedbirds/teachredbird.htm>).

The conceptual framework is fully aligned with state and professional standards; as candidates meet those standards they also meet institutional standards. The Student Teaching Evaluation (see exhibits) clearly aligns outcomes in the conceptual framework with candidate proficiencies prior to recommendation for initial certification by the unit.

The Instructional Technology Passport System (ITPS) provides opportunities for candidates to use technology during field experiences and during clinical practice. Each of the ten ITPS competencies is assigned to a designated course; candidates complete competencies 1-4 in General Education coursework (English 101, Communication 110, Foundations of Inquiry) with all other university students. These particular competencies are appropriate background for the final six competencies as candidates enter professional studies. Competencies 5-9 are assigned to designated unit courses; instructors may elect to have candidates demonstrate proficiencies either in school-based field experiences or in simulation experiences with peers. Competency #10, Assistive Technology, is completed in the SEAT Center prior to Exit from Student Teaching. The rationale for placing this competency during clinical practice/student teaching is that the candidate will see the utility of technology in helping all students to learn.

Higher education programs and P-12 districts select clinical faculty members collaboratively. Clinical faculty (defined as both school and higher education faculty who work with candidates in field experiences and/or in clinical practice) must have: at least three years successful classroom experience, certification in the area which they are currently teaching, and principal recommendation for participation in clinical work. In addition, a master's degree is preferred. Once selected, their evaluations by candidates and other faculty also participating in a given experience must be positive; the clinical faculty must be familiar with the tenets of the conceptual framework and must model the moral and intellectual virtues.

Each program assumes the responsibility for preparing P-12 cooperating teachers. This preparation occurs either in a group setting or in a one-to-one consultation with the university clinical faculty member also supervising a given candidate.

The unit assumes responsibility for preparing university supervisors; at the beginning of both the fall and spring semesters, the Office of Clinical Experiences and Certification Processes sponsors a professional development workshop for all university supervisors. These workshops typically focus on a theme: conceptual framework, INTASC Principles, content standards. University supervisors have consistently rated the workshops as one of the most valuable activities they have found in renewing their own skills and expertise and in learning from the experiences of the group.

Bi-annual colloquia offer another opportunity for supervisors to work with faculty, particularly in areas of importance to the professional development of the entire education community. (See Standard 6 for details.)

At the graduate level, Curriculum and Instruction 473, “Mentoring Student Teachers,” is a 2 semester hours course, now ready to be offered on-line. The course emphasizes: “development of effective mentoring techniques for use by cooperating teachers for students during the student teaching semester. Prerequisite: assignment of early childhood, elementary education, or middle level student teacher from Illinois State University during the semester of enrollment.” (2003-2004 *Graduate Catalog*, p. 127) Curriculum and Instruction 475, “Clinical Experiences in Teacher Education,” and C&I 477, “Supervision of Instruction,” are two additional graduate level courses offered for more in depth preparation in supervision, should cooperating teachers choose them for continuing professional development units (CPDU).

### **Element 3: Candidates’ Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn**

For entry into clinical practice/student teaching candidates must have:

- Passed both Basic Skills and Content Tests required for certification
- Maintained a GPA of at least 2.5 or higher
- Completed technology passport competencies 1-9
- Completed an initial reflective essay on dispositions
- Completed all required field experiences
- Submitted clear TB tests and criminal background checks
- Obtained departmental approval
- Completed all additional PBA requirements for Admission to Student Teaching

For entry into advanced programs for other school personnel:

- All criteria for admission to graduate study as delineated by the university
- Adequate background knowledge and experience in the classroom and/or in the discipline of study (e.g., speech pathology and audiology)
- Positive references/recommendations from colleagues or others in a supervisory role
- Official transcripts attesting to minimal GPA requirements
- Samples of writing skills ensuring ability to complete graduate study
- Other criteria as determined by the individual program

In FY 02 (Academic Year Fall 2001/Spring 2002) 1255 candidates entered clinical practice/student teaching; of that number, 1246 completed student teaching successfully. The candidates who did not complete student teaching successfully were given the opportunity to graduate from the university with a degree in the “subject” field. They were not recommended to the state for certification.

Candidates for initial certification are assessed in multiple and varied ways by a number of individuals in varied roles and settings. For example, candidates engage in self-assessment in simulated teaching episodes as well as through clinical practice; peers assess peers, particularly in microteaching exercises and in small group teaching presentations; school personnel assess candidates in early field experiences through clinical practice; higher education faculty, both on campus and clinical faculty, also

assess candidates, from simulated teaching experiences through clinical practice. Assessments take multiple and varied forms, from written feedback (both checklists and narratives) to class discussions to peer conferencing to instructor/supervisor consultations with individual candidates.

Each program offers candidates reflection time and feedback, as appropriate to the discipline; reflective journals with instructor response, observation checklists and narrative comment, one-to-one conferencing with both higher education and school partner supervisors, peer analysis of simulated experiences, self-analysis of videotaped teaching episodes – all these increase the candidate’s awareness of the newly minted “self as teacher” rather than “self as student.” Reflection and feedback are virtually a daily occurrence in clinical practice, with the mentorship of the on-site classroom teacher and the frequent visitation/consultation with university supervisors. In professional development schools, there is the additional expertise and mentorship of a designated liaison who works with candidates, classroom teachers, and university supervisors to ensure sufficient and constructive feedback prior to a candidate being recommended for initial certification.

Assessments indicate that candidates have mastered content and pedagogical knowledge and skills as well as professional dispositions, as specified in professional, state, and institutional standards. No candidate enters professional studies without having demonstrated proficiency in basic skills as determined by state certification tests; no candidate enters clinical practice without having demonstrated adequate content knowledge as determined by state content certification tests. Beginning in October 2003, the state will require that candidates pass the Assessment of Professional Teaching; the unit is confident that candidates will be successful on this test as well, given the performances they have demonstrated on the unit assessment system.

The Office of Clinical Experiences and Certification Processes (CECP) maintains data on the demographics of every school district with which it has a contract for field experiences and clinical practice. Every effort is made by CECP in collaboration with each program to offer candidates a broad range of experiences: from small rural schools to larger city schools, from schools with socioeconomic challenges to those with adequate and beyond-adequate resources, from schools with candidates from relatively similar backgrounds and languages to those with wide variation in ethnicity and first language other than English.

Field experiences required for licensed teachers working on an advanced degree are program specific. For example, for licensed teachers pursuing a Master’s Degree in Curriculum and Instruction, the program is designed around the five propositions of the National Board for Professional Standards; thus, field experiences are those that occur in the teacher’s own classroom for reflection, analysis, evaluation, and revision on the teaching act as well as the content (<http://coe.ilstu.edu/c+idept/GRAD/cimast.html>). The masters in Special Education is also founded on NBPTS propositions (<http://www.coe.ilstu.edu/seddept/masters/>). For the doctorate in Curriculum and Instruction, an internship of six semester hours is required: “A student is expected to complete an internship that bears directly upon the area of concentration selected and the

student's career plans. The internship experience is to be integrated fully into the student's sequence of experiences" (<http://coe.ilstu.edu/c+idept/GRAD/doctoral/pindex.html>). The doctorate in Special Education also requires professional practice (<http://www.coe.ilstu.edu/seddept/doctoral/>). Candidates for the Ph.D. in Mathematics Education must demonstrate teaching competence; all candidates will be involved with undergraduate methods courses, either teaching or assisting instruction (<http://www.math.ilstu.edu/grad/frameset.html>).

Candidates preparing for new roles are required to complete field experiences and clinical practice; candidates for a masters (EAF 498) or doctorate (EAF 598) in administration are required to complete Professional Practice by registering in courses designated "98" (<http://www.coe.ilstu.edu/eafdept/ncate/498598booklet.pdf>). The handbook details the expectations for these clinical experiences. Candidates for the masters in reading complete a 6 hour Professional Research experience (<http://coe.ilstu.edu/c+idept/GRAD/rdmast.html>), often action research in one's own classroom or district. These candidates can also pursue the Special Reading K-12 Certificate to assume a new role in the district. For the School Psychology programs, both the Specialist and the Ph.D., the Field Placement Handbook (<http://www.psychology.ilstu.edu/schlpsy/CurrentStudents/docs/SchoolFLDPL.pdf>) details the clinical practice required for program completion. Candidates for the Type 73 Speech Pathology Certification must also complete clinical practice, including: 100 clock hours prior to External Practica – the 100 hours are provided at the Eckelmann-Taylor Speech and Hearing Clinic, off-campus teaching centers, local schools, campus laboratory schools, university classes, agencies and other approved non-school settings. External practica include: PAS 408.1 (Audiology Diagnostics), PAS 408.2 (Aural Rehabilitation), PAS 408.3 (Audiology), PAS 408.4 (Speech Language Pathology), 408.5 (Speech Language Pathology - continued), PAS 408.6 (Educational), and PAS 408.7 (Health Care). (See Speech-Language Pathology ISBE rejoinder for further detail.)

Internship supervisors for advanced programs are evaluated by the departments in which the advanced programs are offered.

Table 19: Advanced Program Internships

<b>Advanced Program</b>	<b>Internship/Supervision</b>
General Administration	EAF 498 – Professional Practice
Superintendent	EAF 598 – Professional Practice
CSBO	No internship
Reading	No internship
School Psychology	PSY 498- Professional Practice in School Psychology PSY 598 – Doctoral Internship in School Psychology
Speech Pathology	Throughout program

In conclusion, the unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.