

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

Element One: Collaboration Between Unit and School Partners

Partners from several of our local school districts and the College of Arts and Science serve on our NCATE Divisional Committee. The school members represent suburban, rural, and urban sites. They are involved in the design, implementation, and evaluation of our unit's conceptual framework and have worked closely with us during the conversion of our "old" (certification) programs to the "new" licensure offerings.

Our degree of collaboration varies across our partnerships. We have some districts such as Mason and Madeira in which we have trained on-site supervision models in full operation and other districts where we have historically placed our candidates but employ more of a traditional model of supervision. We also have some districts that fall in between of the two types.

Placement decisions are made jointly by both parties and may vary from program or department involved in the site placement of pre-service teachers or other school personnel (undergraduate or graduate level). All placements are facilitated through the Office of Field Experience and Student Teaching for the unit's programs.

The Talawanda School District and Miami University recently entered a new era of relationship. A partnership between the two institutions has occurred to support and pursue common goals. There is an eight-member task force in place made up of 2 co-chairs, one from each institution. The charge of the task force is to support the ongoing work between the school district and the university, as well as to guide and support new grassroots activities and programs. A particular focus of this partnership is on facilitating Talawanda's achievement of the goals in its Continuous Improvement Plan (CIP), which focuses primarily on increasing student achievement in the district. This partnership is unique in that it involves a broad university group of representatives, including Arts and Science faculty, as well as those from the School of Education and Allied Professions.

Element Two: Design, Implementation, and Evaluation of Field Experience and Clinical Practice

Our site or field experiences are varied depending upon each program and are enriching experiences for our candidates. The format used by the Office of Student Teaching and Field Experience for placement of early field and methods students is as follows: (1) a list of candidates needing early field or methods placements is given to them by a particular program or department; (2) candidates are grouped by licensure requirements, content area, grade level, and diversity; (3) requests are made to schools/districts via e-mail, mail, fax or telephone; (4) follow up contact is made to secure confirmations; (5) resubmission of requests are made to alternative sites if the original request is denied; (6) match up confirmed placements with students is done next; (7) school placement information is entered into a database and completed paperwork is then sent to the schools; and, (8) transportation needs are arranged through Motor Pool for all field experiences for the candidates.

A unique plus we offer is the opportunity for candidates to do their student teaching in another country. I will highlight two such programs – Student Teaching in Europe and Student Teaching in Australia. The European program is done during Fall Semester and the Australian program in the spring. The student teaching program in both programs provides a multicultural, international student teaching alternative for students in teacher preparation programs. A Miami faculty who is assigned to either Europe or Australia for the semester supervises candidates. The schools provide curriculum that resembles that in most American schools. Candidates apply for either experience through the Student Teaching Office and go through a selection process for admittance.

Element Three: Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

Candidates must demonstrate mastery of content areas and pedagogical and professional knowledge throughout specific benchmarks within our programs. This is accomplished in multiple ways such as auditions, performances, and demonstrations in Art and Music Education; G.P.A in one's major; interviews and written recommendations; written communication such as "Why I Want to Become a Middle Childhood Teacher" being required in one of the initial benchmarks within the Middle Childhood program.

The four established benchmarks that have been established are: entry into the program, prior to methods, prior to student teaching, and prior to graduation. At each of these integrals artifacts must be submitted for review by designated faculty within the candidate's program. These are presently being determined and piloted within our programs during these early stages of our assessment plan. The assessments will include artifacts that demonstrate how the candidate's teaching has impacted student learning.

Assessments used during field/site and clinical practices have been developed to measure the proficiency level of the candidate in the multiple criteria found within our five institutional standards. An Early Site Experience would not assess all thirty- one

criteria as say the student teaching experience would due to the time spent within the classroom and the level of experience, knowledge, skills, and dispositions being different at the sophomore level versus the senior level of a four year program.

Dispositions are addressed and assessed within our programs in multiple ways. Intern competencies for candidates within EDP's school psychologist program include the following elements: (1) Serving as an Agent of Change (becoming a **transformative educator**); (2) Utilizing a Scientist-Practitioner Model – being able to apply research methodology to practical problems (becoming **competent**); (3) Establishing Effective Collaborative Relationships (Institutional Standard 5); (4) Facilitating and Implementing a Collaborative Problem-Solving Process (a **caring** educator); (5) Recognizing and Valuing Human Diversity (Institutional Standard 2) and (6) Implementing Comprehensive Psycho-educational Assessments.

Candidates work collaboratively with cooperating teachers, supervisors, faculty, and other candidates to continual improve their growth and development as an educator to improve their practice and better assess Pre-K to 12 student learning.

Within our Institutional Standard 3 – Demonstrates Sensitivities to Learning Contexts and Environments, candidates must be able to create an environment that is socially, emotionally and physically safe for students. This is deemed as important before learning can occur. Standard 4 – Demonstrates Planning, Implementation, and Evaluation by Utilizing Varied Instructional Strategies is another important component seen as vital to impact student learning. When reflecting upon the perceived effectiveness of a lesson, candidates are asked to determine what they might do differently in the future in these three areas (planning, implementation, and evaluation) if they were to teach the lesson again. Additionally, what they might do the same and to note why the outcomes evolved.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to