

Standard 3: Field Experiences and Clinical Practice

NCATE Institutional Report 2007

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.

Field experiences links theory to practice through the continuum of pre-service learning: undergraduates begin with content knowledge, associate personal practice knowledge, and finally develop a repertoire of pedagogical skills. This pedagogical content knowledge, practiced and applied in a variety of sequenced field experiences, infuses course curricula that culminates with the final student teaching experience. The teacher education unit has identified courses with embedded field experience, fulfilling the following criteria:

- Relate principles and theories from the conceptual framework to actual practice in classrooms and schools;
- Create meaningful learning experiences for all students;
- Study and practice of pedagogy in a variety of communities, with outstanding professionals, with students of different ages, and with culturally diverse and exceptional populations.

Meaningful field-based experiences integrate into the professional education courses originating with the first course taken by pre-service teacher candidates. The primary goal of field experiences synthesizes the knowledge gained in the university classroom with developing teachers' practical experience. From observation experiences (EDU 300) to student teaching practica (EDU 483, 484, 496) courses more the teacher candidate from an acquisition of professional knowledge to application of pedagogical skills, while nurturing their reflective thinking abilities. The experiences mesh with theory in the teacher candidate's education course work. The culmination of professional education development evidences in student teaching.

Field experiences reiterate the professional education curriculum. Whether at the undergraduate level with field practica and student teaching or at the M.A.T. graduate level with internship, programs designs bring real experiences to the teacher candidates. Programs of study develop classroom management skills, abilities to recognize cognitive and cultural diversity, and affirm usage of assessment as a planning tool for the living classroom curriculum. Programs are driven by student needs and their

gifts, rather than by packaged curriculum. Field experiences include culturally diverse populations and exceptional students. The revolution in today's classrooms, with inclusion, provides a much richer opportunity for teacher candidates to interact with a wider profile of students.

In the elementary education program approximately 130 hours of field experiences are required prior to student teaching. The secondary education program and specialist programs (Art and Physical Education) require approximately 21 hours. Music educators experience approximately 35 hours of practica before student teaching. The student teaching experience involves thirteen weeks encompassing at least 520 hours of time in the classroom. This unit has concerns about the disparity in the field training between elementary educators and secondary/specialists. It is the Unit's goal to broaden the field experiences for secondary and specialists. Unfortunately the impact of the M.A.T. program has produced a negative result with the increase of students opting to avoid teacher education in favor of an alternate route. This is especially true of secondary and specialty (Music, Art, PE) programs where students see a decrease of 27-33 hours in their program, if they will remain history or biology majors. The secondary education fields have all but disappeared in some areas. The Unit strives to find ways to encourage students to take the full program, rather than shortcut to their professional development.

The School of Education encourages the M.A.T. program for graduates who later in their academic development discover their desire to teach; it was noted by the Licensure Commission that William Carey University produced 127 Alternate Route teachers for the state last year. This was the highest number of any university or college in the state. The School of Education will never advocate the replacement of effective undergraduate teacher education programs for the M.A.T. Alternate Route program. Still, we recognize the validity of alternative programs for qualified graduates.

In each of the field observations, students reflect upon the experience to evaluate effectiveness in instruction. Each experience builds upon knowledge of subject matter and prior teaching and learning experiences. Reflection occurs through constructivist practices such as coursework directly related to field experiences, discourses on practical experiences, readings, journal writings, and class discussions. Students actively engage in connecting theory with practice through critical reflection, so that they develop a rationale and personal meaning for their teaching practice. Feedback provided by caring university supervisors, school faculty, and peers provides authenticity to the reflective process.

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Table 3.1 describes the field experiences, duration and activities, and accompanying artifacts.

Table 3.1 Courses Requiring Field or Clinical Experiences

Course	Degree Areas	Field Experience Duration and Activities	Artifact
EDU 300/300.1 Introduction and Foundations to Education	Elem K-6 Secondary Special Subjects	21 hours observation hours: Elementary School (7 hrs); Middle School (7 hrs), High School (7 hrs) – observations recorded	Reflections Portfolio
EDR 308 Early Literacy I	Elem K-6	8 hrs – Initial Observation; Shared Reading (Phonics and Phonemic Awareness) assignments and tutoring in an elementary school; candidate uses own lesson plans when tutoring (Small and/or large group)	Observations Lesson Plan Reflection
EDR 311 Early Literacy II	Elem K-6	6 hrs – Initial Observation; Vocabulary, Comprehension, and Fluency assignments and tutoring in an elementary school; candidate uses own lesson plans when tutoring (Small and/or large group)	Lesson Plan Reflection
EDU 345 Social Studies in the Elementary School	Elem K-6	6 hrs – Observation and teaching lessons in two grade levels in Social Studies.	Teacher Evaluation Lesson Plan
EDR 407 Communication in the Elementary School	Elem K-6	6 hrs – Observation and teaching lessons in an elementary language arts class.	Lesson Plan Integrated Unit Journal
EDU 413 Mathematics in the Elementary School	Elem K-6	32 hours of one-on-one mathematics tutoring with an elementary student; candidate uses his/her own lesson plans which have been pre-approved by the instructor; the instructor supervises the candidates onsite.	Case Study Teacher Evaluation Observations Journal
EDU 440 Kindergarten Education and Practicum	Elem K-6	20 hrs – Observation, teach two lessons (Big Book and Phonemic Awareness), case study.	Observation – Teacher Lesson Plans

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Course	Degree Areas	Field Experience Duration and Activities	Artifact
EDR 441 Diagnosis and Correction of Reading Disability	Elem K-6	28 hours of one on one literacy tutoring with an elementary student; candidate uses his/her own lesson plans which have been pre-approved by the instructor; the instructor is supervising the candidates and the children	Case Study Observation Journal Lesson Plan
EDU 483, 484 Directed Teaching in Elementary School	Elem K-6 7-12	13 weeks encompassing at least 520 hours in one student teaching setting with a Supervising Teacher and Supervising Professor.	STAI –Teacher STAI-Professor
EDU 496 Secondary Education & Specialists	K-12		Survey-Teacher Reflection Unit Lesson-STAI

Collaboration between Unit and School Partners

The School of Education collaborates with district leadership, school personnel, and other members of the professional community to design, deliver, and renew effective programs for the preparation of teacher candidates, and to improve the quality of education in schools.

In order to collaborate, the faculty leads and participates in numerous campus and community endeavors. The teacher education advisory committee, which is chaired by one of the education faculty, meets periodically with content area faculty, students and members of school personnel and members of the community at large. The undergraduate council and graduate council annually reviews each program to ensure that changes in one program will support the total university program and reflect the university’s mission and goals.

The education faculty contributes to the community at large through research collaboration with schools, participation in town meetings, providing courses and workshops for school personnel, participating in community programs, such as tutoring for after school programs, Boys and Girls Club, MS. Reading Fairs in area schools, and by providing professional development courses, online and on campus, which are qualified for CEU certificates. Community and educational leaders, such as county

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supervisors, area superintendents, principals and classroom teachers regularly speak to the teacher candidates about issues and areas of concern in education.

A review of faculty reports indicates faculty collaboration with numerous programs and projects. Examples of faculty involvement in the districts, local community, and region include:

- Pine Belt Reading Council – Officers
- Mississippi Professional Educators-Officers and Board members
- Mississippi Reading Council – Officers and Board Members
- Oseola McCarty Youth Foundation Program
- Phi Delta Kappa International – Officers
- Inservice providers to Baldwin County, AL., Mobile County, AL., Covington County, Jackson County, Harrison County, Hattiesburg School District, Forrest County School District, Lamar County School District, Jackson School District
- Young Authors Celebration – Sponsors for 350 children from five district
- Mediation Hearing Officer for State of Mississippi Department of Education
- NCATE Team members
- SACS Team members
- Board of Examiners reviewers
- Mississippi Annual Process Review Team members
- MDE Special Task Commission on Standards “Gifted Education Programming for Teachers”
- Judging reading and science fairs
- Providing state-wide professional development opportunities
- Project Katrina – Linking New Jersey schools to Mississippi coast schools
- Visiting professor to China
- Mission trips to schools in Brazil, China, and Kenya
- Participating the Hattiesburg School District Teacher Induction Academy
- Member on the Blue Ribbon Committee for Teacher Education

- Trustees – Eastman Memorial Foundation.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

The Unit works cooperatively with local school districts and cooperating professionals in establishing planned and sequenced observations, practica, microteaching, and student teaching. The Unit maintains agreements with over 50 accredited public and parochial schools in an area extending to a 60 mile radius around the Hattiesburg and Gulf Coast campuses. The Unit also provides supervision in the Jackson area and crafts agreements with districts outside of the immediate region to provide onsite observers for student teachers in Alabama, Louisiana, Georgia, and other districts in Mississippi. Student teachers unable to attend the seminars due to distance away from the university are provided with online instructors who partner with their district cooperating teachers and principals to provide an effective student teaching experience.

Supervising teachers provide support for the teacher education program by participating in the education of student teachers and by providing evaluations at the end of the experience. Orientation sessions at the beginning of the fall and spring trimesters are arranged at the University for supervising teachers to attend, and at the completion of the trimester they provide feedback to the Director of Student Teaching about the student teachers' participation in their classroom. At the initial meeting, the supervising teachers are informed about the program and about being a mentor and materials are given to them. They are given the opportunity to evaluate the program at the end of the trimester and their suggestions are considered in making changes and improvements.

Candidates are fully supported in their achievement of desired student learning outcomes by both university faculty and school personnel. All field experiences are examined by supervising professors in collaboration with supervising teachers. During the first visit, the teacher, student teacher and the university supervisor discuss the experience. The student teacher plans the second visit and contacts the university professor for a practice lesson evaluation. After the lesson, the university supervisor discusses any potential deficiencies with the student teacher and the supervising teacher. The last visit occurs after the student teacher prepares a ten-day unit and the lesson using the STAI Evaluation. The university supervisor rates the unit and the lesson using the STAI Evaluation. During the same period, the supervising teacher rates the student teacher using the STAI. The university supervisor discusses the unit and lesson with the student teacher and the supervising teacher. The supervising teacher rates the student teacher using Evaluation I at mid-term, Evaluation II at the end of the term, and the STAI during the thirteen week term.

The faculty and administration has embarked on the development of a partnership with local districts with the following proposals:

- Invite newly elected superintendents to a meeting at the University to discuss building stronger professional partnerships;

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- Work with the district superintendents and the Directors of Curriculum and Instruction to identify schools within each district that could become Professional Development Schools (PDS) in partnership with the University;
- Identify and establish a cadre of master teachers who will be invited to work with teacher candidates at all levels of practica and student teaching;
- Move certain elementary education courses with field practica to elementary school sites; and
- Offer Continuing Education Units (CEUs) at the Professional Development Schools.

Implementing these proposals would affect a dramatic change in the Unit's ability to deliver powerful partnerships to the districts and the community to upgrade the field experience process.

The Unit regularly and systematically evaluates the effectiveness of each program and uses results to foster student achievement through the modification and improvement of the conceptual framework and program. The Unit participates in a university-wide assessment program after establishing the assessment procedures, the assessment results, and the use of the results to improve programming. Evaluation of the Unit's program includes the results of state mandated tests (PRAXIS I, PRAXIS P.L.T., and Subject Area Examinations), course evaluations by students, exit interviews, follow-up graduate surveys, review of course syllabi, portfolios, faculty evaluation, external evaluations by cooperating teachers in the districts, the M.D.E. Annual Review Process, and the M.D.E. first year teacher survey and principal's evaluations.

The faculty and student learning outcomes are evaluated through course evaluations, peer evaluations, and administrative evaluations. The Mississippi Department of Education provides additional program evaluation in the form of an annual report card. The annual report cards (2004-2005 and 2005-2006) provide information based on surveys of first year teachers and their principals. According to the results of the report card, more than 90% of the first year teachers and principals strongly agree that William Carey University graduates are adequately prepared for teaching.

Candidate's Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

The STAI Student Teacher Assessment Instrument is the strongest evaluation tool the School of Education employs to diagnose the student teacher's development and demonstration of knowledge, skills, and dispositions. Table 3.2 compares the mean scores for 2004-2005 with 2005-2006. The School of Education had set a Student Learning Outcome of 3.80 for each indicator. Areas of focus continue to be inclusion strategies, differentiated instruction, and classroom management.

Table 3.2 STAI Indicator Scores by Supervising Teacher

<p align="center">School of Education - William Carey University Student Teacher Assessment Instrument (STAI) Supervising Teacher (2004-2006) 4=Outstanding, Effective Practice 3= Acceptable, Safe to Practice 2=Marginally Acceptable Practice 1=Ineffective, Unacceptable Practice</p>			
Planning and Preparation		04-05	05-06
		Mean	Mean
1	The teacher selects and uses appropriate student objects for unit lessons.	3.93	3.96
2	The teacher selects and uses appropriate teaching procedures for unit lessons.	3.89	3.96
3	The teacher selects and uses appropriate materials/technology for unit lessons.	3.89	3.80
4	The teacher uses information about students to provide learning experiences which accommodate difference in developmental and education needs.	3.91	3.86
5	The teacher uses knowledge of students' backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.	3.86	3.85
6	The teacher integrates knowledge from several subject areas in unit lessons.	3.84	3.85
7	The teacher incorporates multicultural perspectives into teaching units.	3.80	3.77
Communication and Interaction			
8	The teacher uses correct oral and written communication.	3.84	3.87
9	The teacher relates concepts using clear handwriting and appropriate language which is easily understood by and respectful toward others.	3.91	3.90
10	The teacher provides clear, complete directions for carrying out instructional activities.	3.82	3.86
11	The teacher communicates high expectations for learning to all students.	3.91	3.87
12	The teacher projects enthusiasm for teaching and learning.	3.89	3.85

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Table 3.2 STAI Indicator Scores by Supervising Teacher (Continued)

13	The teacher listens to students and demonstrates interest in what they are saying by responding appropriately.	3.91	3.94
14	The teacher provides opportunities for students to work cooperatively with others to enhance learning.	3.86	3.96
15	The teacher meets and responds appropriately to parents/guardians.	3.76	3.87
Teaching For Learning			
16	The teacher demonstrates knowledge of the subject(s) taught.	3.94	3.87
17	The teacher uses a variety of appropriate teaching strategies.	3.91	3.87
18	The teacher provides opportunities for students to apply concepts in problem solving and critical thinking.	3.82	3.82
19	The teacher elicits and responds to student input.	3.89	3.96
20	The teacher probes, allows sufficient and equitable wait time, and encourages students to expand and support their responses.	3.80	3.86
21	The teacher uses questions to engage students in original and higher order thinking.	3.77	3.79
22	The teacher uses family and/or community resources in the student teaching experience to enhance student learning.	3.73	3.79
Management of the Learning Environment			
23	The teacher monitors and adjusts the classroom environment to enhance social relationships.	3.82	3.95
24	The teacher adjusts unit lessons according to individual student and group responses.	3.89	4.00
25	The teacher attends to and delegates routine tasks of an effective classmanagement plan.	3.77	3.95
26	The teacher uses a variety of discipline strategies effectively, according to individual and situational needs.	3.70	3.85
27	The teacher is fair and supportive of students, resulting in a positive learning environment.	3.89	4.00
28	The teacher uses instructional time effectively.	3.75	3.90
Assessment of Student Learning			
29	The teacher informs students of performance standards and assessment criteria.	3.86	3.96
30	The teacher provides timely feedback regarding academic performance and discusses corrective procedures to be taken.	3.86	3.90
31	The teacher provides opportunities for students to assume responsibility for learning and to engage in self-evaluation.	3.89	3.89
32	The teacher maintains records of student work/ performance and communicates progress to both parents and/or guardians and appropriate colleagues.	3.84	3.89
33	The teacher actively seeks opportunities to grow reflectively and professionally.	3.86	3.96

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Table 3.3 compares the mean scores for 2004-2005 with 2005-2006. The School of Education had set a Student Learning Outcome of 3.80 for each indicator. Areas of focus continue to be inclusion strategies, differentiated instruction, and classroom management.

Table 3.3 STAI Indicator Mean Scores by University Supervisor

Student Teacher Assessment Instrument			
Student Teachers - University Supervisor			
4=Outstanding, Effective Practice 3= Acceptable, Safe to Practice 2=Marginally Acceptable Practice 1=Ineffective, Unacceptable Practice			
A. Affective Beginning/Anticipatory Set		04-05	05-06
1.	Teacher has materials and equipment ready.	3.90	3.98
2.	Teacher uses motivational, thought provoking, or unusual happening.	3.80	3.83
3.	Teacher reviews previous lesson and/or past experiences.	3.90	3.92
4.	Teacher states lesson purpose and plan.	3.88	3.92
5.	Teacher states importance/relevancy of lesson, and has students personalize lesson/relate importance of content to real life.	3.83	3.76
B. Teaching			
6.	Teacher provides clear, concise and accurate information.	3.88	3.92
7.	Teacher clarifies expectations through models, rubrics and/or example.	3.85	3.93
8.	Teacher checks for understanding.	3.88	3.97
9.	Teacher uses instructional aids skillfully.	3.88	3.96
10.	Teacher gives clear verbal/written directions which are easily understood.	3.85	3.92
11.	Teacher provides opportunity for critical thinking and/or problem-solving.	3.83	3.90
12.	Teacher monitors individual / group learning, re-teaching when necessary.	3.90	3.96
13.	Teacher provides relevant independent and individual practice.	3.98	3.93
14.	Teacher provides appropriate closure to lesson.	3.80	3.86
C. Time on Task			
15.	Teacher uses instructional time efficiently.	3.88	3.96
16.	Teacher keeps students on task through participation/ involvement.	3.83	3.90
17.	Teacher uses effective transitions within lesson and group changes.	3.90	3.89
18.	Teacher maintains learner involvement with pacing/ varied activities.	3.85	3.94

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Table 3.3 STAI Indicator Mean Scores by University Supervisor (Continued)

D. Classroom Environment			
19.	Teacher creates instructive and interactive bulletin boards.	3.80	3.96
20.	Teacher expresses high expectations both verbally and non-verbally.	3.80	3.95
21.	Teacher conveys behavioral expectations to students.	3.88	3.97
22.	Teacher posts rules and consequences.	3.92	3.96
23.	Teacher creates positive climate through acceptance, appropriate wait time, and encouragement of creativity and risk taking.	3.87	3.87
24.	Teacher monitors behavior through positive remarks.	3.94	3.87
25.	Teacher maintains proper classroom management and discipline.	3.87	3.93
E. Interpersonal Skills			
26.	Teacher is eager (facial expression, time, voice, gesture, etc.).	3.93	3.97
27.	Teacher uses proximity, moves around the room.	3.94	3.96
28.	Teacher demonstrates patience and empathy for rates of learning.	3.98	4.00
29.	Teacher shows sensitivity to learning styles of students.	3.90	3.97
30.	Teacher uses acceptable oral/written grammar.	3.78	3.86
31.	Teacher's pronunciation is clear and distinct.	3.95	3.96
32.	Teacher uses acceptable handwriting on board, handouts, materials, etc.	3.85	3.97
33.	Teacher matches methods to both the learners and objectives.	3.90	3.97
34.	Teacher incorporates student responses in discussion or lesson.	3.95	3.97
35.	Teacher sequences topics / procedures appropriately for flow of lesson.	3.96	4.00
36.	Teacher uses a variety of teaching methods and strategies (2 or 3).	3.93	3.98
37.	Teacher responds positively to students' academic input.	3.95	3.97
F. Assessment			
38.	Teacher expands beyond workbook and worksheets.	3.95	3.90

Table 3.3 STAI Indicator Mean Scores by University Supervisor (Continued)

G. Planning and Preparation 10 Day Unit			
39.	Title Page (STAI Unit, unit title, your name, date, grade level, subject area, college supervisor).	No data	3.93
40.	The teacher selects and uses appropriate student objectives for unit lessons. Each objective should be labeled to a level of Bloom's Taxonomy and referenced to district or state benchmarks.	No data	3.86
41.	The teacher selects and uses appropriate teaching procedures for unit lessons. Should have at least one cooperative learning activity.	No data	3.86
42.	The teacher selects and uses appropriate supplementary materials and technology for unit lessons.	No data	3.86
43.	The teacher selects and uses appropriate materials and procedures for a minimum of four assessments of student progress. A variety of assessment types should be used in addition to an attitudinal questionnaire .	No data	3.70
44.	The teacher uses information about students to provide learning experiences which accommodate differences in developmental and educational needs. Include objectives for remedial/ advanced students.	No data	3.72
45.	The teacher integrates knowledge from several subject areas in unit lesson. This should be labeled in your procedures section.	No data	3.93
46.	The teacher incorporates multicultural perspectives into the unit.	No data	3.80
47.	Includes Handouts/activity sheets used in the unit.	No data	3.79

In 2005-2006, M.A.T. interns built an Internship Portfolio which was evaluated by the University Supervisors and then returned to the interns. A sample of the annual principal's evaluations was drawn from the portfolios and analyzed. Table 3.4 is the description of that sampling. There were limitations to the sampling since each district incorporated their own unique teacher evaluation. It was possible to produce a percentage for each evaluation. This provided a useful profile to document the effectiveness of our interns in their first year of teaching. Based on the criteria provided by the districts, 75% was considered acceptable, safe practice. Nineteen out of twenty-four interns met the minimum standard for acceptable practice, 79.1%. M.A.T. interns who were below the acceptable, safe practice were profiled as having difficulty with classroom management. It is interesting to note that all twenty-four interns were rehired. The principals believed that these interns through mentoring would raise their professional skills to an acceptable level. Out of over 100 interns in 2005-2006, only two were not rehired, a third intern quit the program due to health reasons.

Table 3.4: First Year Intern Observations by Principals 2005-2006

Intern	District and School	Overall Percentage
1	Picayune High School	92.6%
2	Lumberton Elementary	88.9%
3	Columbia – Elementary School	79.2%
4	Purvis Middle	77.9%
5	Lamar County Elementary	70.5%
6	Jefferson Davis –Bassfield High School	97.6%
7	Lawrence County – RP Middle School	76.7%
8	Poplarville – MSP School	100%
9	Picayune – PM High School	91.6%
10	Okalona Elementary	72.5%
11	Picayune – West Side	84.2%
12	Picayune – PM High School	98.9%
13	Jefferson Davis – Bassfield High School	95%
14	Lamar County – Oak Grove	90.9%
15	Hattiesburg – Hawkins	100%
16	Lamar County – Oak Grove	68.1%
17	Hattiesburg – G.C.	100%
18	Lamar County – Oak Grove Upper Elem	70%
19	Lamar County – Oak Grove Upper Elem	78.9%
20	Lamar County – Oak Grove High School	90%
21	Hattiesburg – Burney	100%
22	Hattiesburg – Woodley	100%
23	Lamar County – Oak Grove Upper Elem	62.2%
24	West Marion Junior High	93.7%
Total Percentage Ranking for 24 Interns		74.3%