

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.

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Collaboration Between Unit and School Partners

The unit is committed to creating and maintaining relationships with our partner schools so that candidates can be part of school communities that value that relationship. Working with P-12 partners has evolved and changed, yet in some instances stayed the same since our last accreditation visit. The requirements for candidates at P-12 partner sites are guided by the Minnesota Standards of Effective Practice for Beginning Teachers.

College-wide school partnerships

Augsburg College has always shown its commitment to community service and especially service-learning. The Center for Service, Work and Learning is an integral part of campus life. The College's core school partnerships are long-term, multi-faceted and reciprocal. There is continuous assessment and evaluation of the relationships and the way they serve Augsburg students and the community. In most cases, the classroom placements are made in collaboration with a liaison in each school. Written program evaluations are completed each semester by P-12 students, college students and program administrators. The evaluations are reviewed by the Center for Service, Work and Learning and shared with the partner school. Information obtained from these evaluations is used to plan and make decisions for the partnership. P-12 partnerships are constantly challenged by reassignment of principals and teachers and changes in the school structure.

Augsburg College currently sponsors two chartered schools, each in different stages with different levels of involvement with Augsburg. The relationship that Augsburg has with each sponsored charter school is unique and the level of involvement depends on a wide variety of factors. For example, with the Augsburg Academy for Health Careers, unit faculty are involved directly in the development of the school even as the College provides legal oversight as its sponsor. The second charter, El Colegio, operates independently of Augsburg but welcomes field experience placements and benefits from a work study position funded through Augsburg. A guide to sponsorship addressing policies, procedures, responsibilities, and criteria for sponsorship is currently being developed with input from members of Augsburg's Education Department, currently sponsored charter schools, and other sponsoring institutions. A draft of

this guide was completed the end of 2003. This guide not only focuses on the ever evolving relationship with currently sponsored schools, but will also help in determining and strengthening relations with schools that may be sponsored in the future.

Unit P-12 Partnerships

A Field Experience Coordinator/Charter School Liaison position was recently filled by the Education Department and the College (August 2003) to oversee Augsburg's sponsorship of chartered schools and to develop school partnerships for mid-program courses with field experiences. School partnerships are being strengthened and expanded with a variety of schools that serve diverse student communities. These schools are located primarily in the Minneapolis district and include a number of charter schools as well as district schools. Schools have been identified based on previous relationships with Augsburg, commitment to working with Augsburg students and the compatibility between school program and Augsburg education program and mission, for example the commitment to diversity. As these schools have been identified, meetings have been set up to discuss the needs of both the school (students, classroom teacher, administration) and Augsburg education candidates (number of hours, course expectations, etc.). The field experience coordinator is developing policy and procedures to systematize mid-program field experiences; a handbook that outlines expectations and offers suggestions for making placements successful will be developed for candidates and cooperating teachers. The field experience evaluation form which has been used for several years has been revised to reflect the dispositions and professional behaviors that we wish to develop in our candidates. Cooperating teachers complete these forms at the end of each placement; unit faculty members review them for concerns. Forms are filed in candidate files as documentation of hours. Candidates are asked for feedback on placements, as well. Currently this feedback is being used to create stronger relations with partner schools through clearer communication and expectations. One of the strongest recommendations that emerged from the partner schools is that students must come with a clear and consistent objective for their field experience. As a result, faculty members have been asked to tie the field experience more closely to the content of their courses and link particular assignments to the field. This works especially well with full-time faculty.

The unit also seeks information and guidance from its advisory board. Most advisory board members are currently working in schools and are very helpful to the unit in continuing collaborations, finding new placements for our candidates, and providing feedback on new initiatives. Unit faculty who have recently taught in the Minneapolis Public Schools have direct contacts with and knowledge of teachers who would be strong mentors and models for our candidates. Having direct links to P-12 schools through our advisory board, alumni, weekend college faculty and recently hired faculty has strengthened our program.

Links:

See Center for Service , Work, and Learning website: www.augsburg.edu/cswl/
see Evaluation form from CSWL- cswl_student_evaluation.doc ([Word](#)) ([HTML](#))
school links-El Colegio: www.el-colegio.org
see Augsburg Academy for Health Careers: www.augsburgacademy.org
see guide to sponsoring charter schools- Charter_Schdevel_plan.doc ([Word](#)) ([HTML](#))

see Framework for developing partnerships/placements for WEC- Partnership schools frame.doc ([Word](#)) ([HTML](#))

see advisory board members list- 2003-04_advBd_list.doc ([Word](#)) ([HTML](#))

see advisory board meeting minutes- Advisory_Board_dinner.doc ([Word](#)) ([HTML](#))

see rationale for service learning- Rationale_forServLearn.doc ([Word](#)) ([HTML](#))

See Cedar Riverside timeline - CEDAR_RIVERSIDE_timeline.doc ([Word](#)) ([HTML](#))

See teacher letter for WEC methods placements-

Teacher_letter_WECplac.doc ([Word](#)) ([HTML](#))

See guidelines information for Service LearningWEC.doc-

GisLearningWEC.doc ([Word](#)) ([HTML](#))

See Girls Engineering Math collaboration- Girls_Engineering_Math.doc ([Word](#)) ([HTML](#))

See Liaison Faculty meeting.doc- Liaison_Faculty_Meeting.doc ([Word](#)) ([HTML](#))

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

Pre-Student Teaching Experience

Pre-student teaching placements occur in the foundations classes in the first part of the candidates' required coursework and in the methods classes. The unit's new field experience coordinator is working to create more semi-formal partnerships with specific schools. Pre-student teaching service learning/field experiences build to the capstone experience of student teaching. Requirements for all clinical hours are part of our department website. They are also listed below.

Core Courses:

EDC 200	20 urban hours- classroom setting preferred
EDC 310	20 hours in a classroom or education-related setting
EDC 410	20 hours in a special education resource room or inclusive classroom Contact with a special education teacher required.

Secondary Courses

ESE 325	20 hours in a classroom setting related to licensure field
ESE 3XX Special Methods	20 hours in a classroom setting related to licensure field In most cases this will occur at the middle school level.

Elementary Courses

EED 320	20 hours in classroom setting, at least part of which is during literacy instruction
EED 350	10 hours in classroom setting, at least part of which is during math instruction
EED 360	10 hours in classroom setting, at least part of which is during science instruction
EED 380	10 hours in a kindergarten classroom for those seeking initial license. These

hours can be incorporated into the hours required for EED 320 and/or

20 hours in a kindergarten classroom for those seeking an endorsement to a 1-6 license.

Middle School Specialty Area

Specialty Area Middle School Methods-20 hours in a middle school setting related to subject matter specialty area. These hours can be incorporated into the hours required for EED 320 and/or 350 or they can be done in addition to them.
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Special Education Courses

Field experience requirements parallel those of elementary education students through EDC 200, 310, 410, EED 320, 350.
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Additional field experience as well as student teaching are part of the internship year while taking SPE 400, 410, 420, 430 and 440.
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Blackboard course information software is used to convey information and foster discussion, during extended field experiences and student teaching. Reflections about school experiences are attached to emails or put into the digital drop box. Digital photography is used to document school experiences. Online communication and face-to-face communication provides opportunities for candidates to make meaning from their experiences.

Service-learning/field experience hours are attached to specific courses in order to link course concepts with actual experience in the field. In the first two professional classes, EDC 200/522 Orientation to Education in an Urban Setting, and EDC 310/533 Learning and Development, the hours spent in P-12 classrooms closely follow a service-learning philosophy whereby candidates are meeting needs that have been identified by the site at the same time as meeting their academic goals of learning to be a teacher. This is always augmented with reflection as a way of reinforcing and extending course concepts. The impact of diversity on the classroom is a very important prompt during reflective sessions. Close analysis of the classroom environment, the school as a physical space, the teachers, administrators and staff as well as the involvement of families and the community help candidates to refine their understanding of what it takes to have an effective school.

When candidates complete fieldwork hours in the methods classes, they often are required to practice their newly learned teaching methods. Therefore, required fieldwork hours in methods classes are focused more around the learning needs of our students and somewhat less on providing service to the P-12 partner. Candidates are required to assess their students' knowledge and skills, plan lessons and activities and practice the skills that are needed to create a positive learning environment. The unit is dependent upon the cooperating teachers with whom they work to model best practices and help candidates debrief immediate fieldwork experiences. The impact of diversity on the learning environment remains a central theme as candidates build their understanding of the elements that are necessary to help all children learn.

In each experience candidates are asked to learn about specific aspects of education. For example, as part of the Orientation class, candidates attend a community meeting, which might be at a school where they are assigned to continue to situate the learning of concepts into an

authentic learning environment. In the methods classes, candidates practice their emerging skills in tutoring, small group teaching and teaching the whole group.

Full-time faculty are expected to be in contact with the sites in which their students are placed, especially during methods placements. In many cases, unit faculty members accompany their students to the sites and monitor their progress in the classrooms. The field experience coordinator assists adjunct faculty by finding appropriate placements for their students, communicating with the sites where they are placed, and trouble-shooting as needed during the placements.

The unit places high value on its school partners for their key role in helping our candidates develop the knowledge, skills and dispositions necessary for effective teaching. Research is clear about the importance to teacher development of the experience in P-12 schools, especially during student teaching, so we work to make these experiences positive and helpful while serving the needs of the P-12 schools with whom the unit works.

Student Teaching Experience

Field experience culminates in a twelve to fourteen week, full-time student teaching experience. The unit monitors student progress carefully leading up to and during student teaching and places students thoughtfully and carefully. This work is handled by the student teacher placement director.

These are the steps used by the student teacher placement director to secure placements for Augsburg College student teachers:

- Select from the pool of master cooperating teachers we have used in the past. These are teachers who understand the emphases of our program:
 - that we are committed to diversity and intentionally expose our students to diverse learning experiences;
 - that we prepare our students to employ strategies that reflect developmentally appropriate instruction;
 - that we believe all children can learn, so expectations are established for all children, applying understanding of different and varying levels of learning styles.
- Select from teachers or buildings recommended by former cooperating teachers, principals, student teachers, and/or education department faculty.
- Select teachers who are willing to allow the student teacher to actually teach after receiving guidance and support as needed at the beginning of the placement.
- Identify and select those master teachers who have demonstrated special expertise in providing the kind of nurturing and supportive coaching that enable the student teacher to develop the skills and practices necessary to become a successful teacher.

These are the basics; many items could be listed here. However, the placement becomes ideal when the teacher provides excellent modeling of best practices (instructionally and behaviorally), when the student teacher submits to that leadership, and when both have gained in professional growth because of the experience.

The first guide for conversation between the cooperating teacher and student teacher is provided in the Student Teaching Handbook. The Student Teaching Contract leads the student teacher to a better understanding of the school site, the cooperating teacher's philosophy, the school and classroom policies and rules, and safety measures created to protect all parties involved. A three-way conference between the student teacher, the cooperating teaching, and the supervisor is set up, preferably before the first day of student contact so that the expectations and requirements can be explained and questions can be addressed. The College supervisor visits every other week for formal supervision visits. Weekly reflections are delivered to supervisors electronically in order to have a more continuous discourse with the student teacher on topics related to teaching and learning. These reflections help student teachers to recognize their process of growth so that continuous self-evaluation is occurring. Supervisors respond with questions that will prompt further inquiry into the complexities of the 21st century classroom. At mid term, all three complete the mid point evaluation, and meet to discuss the performance of the student teacher. The mid term evaluation and the ensuing discussion are based on the candidate's performance in light of the Minnesota Standards of Effective Practice. Special attention is given to identify areas for growth and suggestions for ways the student teacher can achieve this. Using an evaluation tool similar to the mid term evaluation, cooperating teachers complete a final evaluation of the student teacher and submit it to the Unit.

Three student teacher seminars are held each semester. Student teachers return to campus to connect with their supervisors and other student teachers and to receive valuable information from administrators, former student teachers, and alumnae about the field of education.

Opportunities to share teaching successes and dilemmas away from the classroom help the student teachers to step back and reflect about their progress as they move into the fulltime teacher role.

Student teachers may also request letters of recommendation from their cooperating teachers and others with whom they have worked closely or who have seen them teach. All requirements and related information for student teaching are on the website.

Most student teaching supervision is done by full-time unit faculty; however, additional clinical faculty are hired to supervise a portion of our candidates. These clinical faculty must have a graduate degree and teaching experience in the area they are supervising. We ask that full-time unit faculty and clinical faculty follow the experiences of the candidates carefully. Asking important questions that lead to continuous self-assessment and growth is a key role of supervisors. Student teachers are formally observed by a college supervisor every other week, and the college supervisor, cooperating teacher and student teacher have face-to-face conferencing whenever possible. The unit is committed to carefully supporting our student teachers, and celebrating with them their transformation from candidate to teacher.

The student teaching committee, one of the unit's standing committees, meets monthly as well as when needed. The responsibilities of this committee are to plan student teaching seminars, problem solve student teacher dilemmas, respond to student petitions related to student teaching, review student teacher exit interviews and continuously evaluate policies and procedures. At the

completion of student teaching, it is the unit's hope that everyone-the student teacher, the cooperating teacher and school, and the students-has benefited from the experience.

Links:

see Education Department website: www.augsburg.edu/education
see Student Teaching contract- Student_teaching_contract.doc ([Word](#)) ([HTML](#))
see Education Department student teaching website:
www.augsburg.edu/education/studentteaching
see service learning booklet-see hard copy in exhibit room
see science method/ Cedar Riverside collaboration document- Cedar_Riverside_Collabora.doc ([Word](#)) ([HTML](#))
see fall 2003 student teaching placement grid
see student teaching handbook-see hard copy in exhibit room
see student teacher observation form- Student_Teaching_ObsRpt.doc ([Word](#)) ([HTML](#))
see student teaching committee minutes.doc- Student_TeachCom_minutes.doc ([Word](#)) ([HTML](#))
see unit partnerships.doc- Unit_partnerships.doc ([Word](#)) ([HTML](#))

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

Service-learning and field experience are embedded in licensure courses to ensure that candidates have the opportunity to observe, assist, practice and learn about teaching from teachers and students in the P-12 system. The unit realizes that these experiences need to be developmental and also based upon the prior experiences of our teacher candidates. Initial field experiences include observation, tutoring and assisting the classroom in many ways. Mid point placements during the methods courses require candidates to plan, teach and assess learning more actively. The capstone experience, student teaching, requires a twelve week classroom placement during which candidates gradually assume teaching responsibilities to the point of taking over for the classroom teacher for up to two full weeks. K-12 Health and Physical Education majors and any other double majors spend 14-16 weeks in the classroom, splitting their time between elementary and secondary settings.

Candidates for the EBD license are weekend college students who are currently working in schools, most often in an EBD classroom. They are able to apply course learning immediately since they are immersed in a classroom setting daily. They are also required to spend time in regular education classrooms if their work assignment does not include that already. During the semester of student teaching, candidates assume the teacher role in their classroom.

Throughout the program, P-12 elementary, secondary and EBD cooperating teachers evaluate our candidate's dispositions, knowledge and teaching skills. Formal assessments in each level of our program are completed by teachers and reviewed by the candidates and their professors. Students who receive negative evaluations from cooperating teachers are referred to the

admissions committee for discussion and possible intervention. This feedback is an important collaboration with our school partners, and demonstrates our commitment to valuing their input in the formation of our teacher candidates.

The program portfolio is created to demonstrate competency in each of the ten standards for beginning teachers. Assignments as well as documentation of performance are identified and saved as digital entries or hard copies and organized into the portfolio. During student teaching, candidates document student learning during their student teaching experience (the most important evidence of their success as teachers) and incorporate this evidence into their portfolios.

In summary, Augsburg College itself values the community as a learning lab for its students; therefore, the Education Department exists within an institution that values and supports community collaboration. The unit assesses its school partnerships, maintaining some and ending others because of close and careful assessment of both parties' needs and abilities to contribute to the partnership. The unit highly values its work with schools and community organizations and knows that these reciprocal relationships will greatly enhance the mission of each organization. School partners are essential in the development of new teachers.

Links:

see requirements for internship in special education EBD-
Handbook_for_Spec_Ed.doc ([Word](#)) ([HTML](#))

see program portfolio requirements

see candidate's disposition survey- Candidates_dispositions.doc ([Word](#)) ([HTML](#))

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