

## 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.*

### 3a. Collaboration Between Unit and School Partners

St. Cloud State University (SCSU) is committed to developing field experiences and clinical practice that enrich and enhance candidates' knowledge, skills, and dispositions to ensure that *all* students learn. This commitment is deeply rooted in our historical practice and serves as a major component of our [conceptual framework](#). We fully understand that to adequately prepare teachers, counselors, administrators, or other school professionals, we need strong and rich partnerships with our colleagues across the institution, and with our school partners as well. The unit has established an infrastructure to assist in building those partnerships and has committed sufficient resources to establish a strong base of support for our candidates, cooperating professionals, and clinical supervisors.

#### *Collaboration Infrastructure*

The [Office of Clinical Experiences](#) (OCE) serves as the focal point for clinical and field placements. Each semester, approximately 600 field experience placements and up to 400 student teaching placements are made in nearly 240 schools/centers in 65 school districts. In addition, approximately 15 candidates are typically placed for student teaching in other states or at international sites. The Office of Clinical Experiences includes a director, assistant director, field experience placement coordinator, two support staff, one graduate assistant, and several student workers.

A key component of the infrastructure is the support of one "[OCE Liaison](#)" from each of the teacher preparation departments - Teacher Development, Special Education, and Child and Family Studies. OCE Liaisons receive 25 percent reassigned time dedicated to the complex work of assisting in the development of appropriate field and clinical placements, eligibility issues, planning the professional development day for candidates, communicating with department members about field and clinical experiences, and strengthening partnerships across campus and with school partners. The OCE Liaisons, OCE Director, assistant director, field experience placement coordinator, and support staff meet bi-weekly to work on issues related to field and clinical experiences. The OCE Liaisons are responsible for taking issues related to clinical and field experiences back to the department for review and feedback.

Because of the strong partnership with the [St. Cloud School District](#), the unit also supports two teachers (one secondary (.50), one elementary (1.0)) within the district who serve as liaisons between the school district and the university. Approximately 60 percent of all field placements and 20 percent of clinical placements are made in the St. Cloud School District; therefore, our school liaisons play a key role. The school liaisons assist in the development of placements, monitor issues related to placements, and supervise candidates completing practicum or student teaching experiences.

Clinical supervisors, consisting of professional education faculty and adjunct faculty, play an essential role in our candidates' success during their clinical and field experiences. Because full-time faculty members conduct the majority of supervision, the unit employs only about 24

clinical faculty members who are hired on an adjunct basis and who supervise on average six candidates each semester during the academic year. Clinical adjunct faculty members are viewed as our partners in preparing future educators and typically work with us for many years.

Clinical faculty members are required to have a master's degree and public school experience at the level they supervise. For example, if a clinical faculty member is supervising at the elementary level, he/she is required to have teaching experience at that level. The OCE staff and OCE Liaisons conduct meetings with the clinical faculty two times each semester and each department meets with their clinical faculty on an ongoing basis. For example, the secondary education faculty members meet once a semester with secondary clinical faculty; elementary education has a Student Teaching Committee that meets with clinical faculty; and the Department of Special Education meets throughout the semester as a team of clinical supervisors. Departments are responsible for training new clinical faculty regarding policies and procedures related to field and clinical experiences; the Office of Clinical Experiences also provides updates and training when appropriate.

Our cooperating teachers serve as content experts and provide the day-to-day foundation and support for our teacher candidates in the field. We are proud of the fact that our cooperating teachers are highly qualified and committed to the hard work and complex job of preparing our future educators. The unit adheres to specific [criteria](#) regarding those who serve as a cooperating teacher in order to ensure that candidates are working with strong and effective mentors. To host a candidate for a field experience, cooperating teachers must have one or more years of teaching experience, be licensed in the content area, and be approved by the school administrator. To host a candidate for student teaching, a cooperating teacher must have a minimum of three years experience, be licensed in the content area, and be recommended by the school administrator. Some districts require tenure before a teacher is allowed to host teacher candidates. The administrator's approval provides validation of the expertise of the cooperating teacher. In addition, evaluations of cooperating teachers by clinical supervisors and candidates further attest to the cooperating teachers' qualifications.

The unit provides professional development for cooperating teachers through the training efforts of the [Teacher Quality Enhancement](#) (TQE) Initiative. The annual [professional development conference](#) at SCSU is organized in collaboration with our cooperating teachers and responds to the professional development needs identified by our school partners. Each year the TQE [professional development consortium](#), (which is a partnership of area school districts), develops a needs assessment that is available on-line for teachers in partnering districts. The data collected from this survey are disaggregated for use by individual districts in the planning of building and district initiatives. In aggregate form, the data are used to plan the three or four main strands of the professional development conference.

[Handbooks](#) have been developed within the unit to provide an overview of the policies and procedures related to clinical and field experiences and to assist the cooperating teachers, principals, counselors, and other supervisors in understanding their roles and responsibilities.

A final component of the infrastructure supporting the design, delivery, and evaluation of the unit's field and clinical experiences is the established committee structure. Four committees play an important role in that support: [Dean's Advisory Committee](#) (DAC), [Graduate Council](#), [Teacher Education Council](#) (TEC), and the [Assessment Committee](#). The Dean's Advisory Committee meets weekly and includes representatives from all departments, centers, and offices within the College of Education. The Graduate Council meets every three weeks and includes graduate coordinators from each program. The Teacher Education Council meets monthly and includes

faculty members from professional education and from each content area in the Colleges of Science and Engineering, Social Sciences, and Fine Arts and Humanities. The Assessment Committee includes representatives from each department and meets monthly. Issues related to clinical and field experiences are often addressed at the committee level and moved to a specific committee or level of decision-making when appropriate.

#### *Advanced Candidates and Other School Professionals*

At the advanced level, 25 percent reassigned time is provided to [graduate coordinators](#) who have responsibility for program oversight including the design, development, and evaluation of field and clinical experiences. The development of internships and practica at the advanced level is unique to each program; therefore, the responsibility for placements and supervision remain at the program level. All programs have clear expectations regarding eligibility, participation, and completion of clinical practice as outlined in [handbooks](#).

#### ***Placement Process***

Placement of candidates in field and clinical settings is a collaborative process. To initiate a field or clinical placement in a school district at the initial level, the Office of Clinical Experiences contacts the district by phone (field placement) or by a formal written placement request (clinical placement) to a building principal or designated building contact. The Office of Clinical Experiences tracks the diversity of placements; therefore, placement requests are based on the profile of each individual candidate and the type of placement needed. Great care is taken to work in collaboration with our P-12 partners to match the needs of candidates with the strengths of cooperating teachers. Potential cooperating teachers are identified by principals and contacted for a possible placement. The requests for placements are then accepted or declined by the cooperating teacher, pending final approval by the building principal. Signed [agreements](#) have been developed between St. Cloud State University and each of the 65 participating school districts in central Minnesota. Finally, placement of candidates at our off-campus programs are arranged through a collaborative effort between the partnership coordinator and the cooperating school district principal or building contact.

The unit is working to create a database that would support the needs of the Office of Clinical Experiences and our candidates, as well as our school partners. The database will allow cooperating teachers to review field and clinical experience expectations and [register](#) as a potential host for a teacher candidate. A pool of potential cooperating teachers is then created; expanding the options available for making the most appropriate clinical or field placement for each individual teacher candidate. Teacher candidates will be able to register for field and clinical placements within desired geographic locations based on their individual circumstances. The database will allow the OCE staff to examine all available cooperating teachers based on their licensure and current teaching assignment and make the most appropriate placement. Finally, and of most importance, is the fact that the database will allow the unit to track the diversity of placements in a more efficient manner to ensure that all candidates have a diverse experience within their program of study.

#### *Advanced Candidates and Other School Professionals*

At the advanced level, the Office of Clinical Experiences makes placements for candidates who are pursuing licensure and need student teaching experiences during the academic year. The OCE works with each program and appropriate school partners to secure sites and cooperating teachers. For advanced candidates in special education seeking an additional licensure or endorsement, clinical placements are established by program faculty and are completed during the summer. The majority of candidates participate in the [Reading and Math Camp](#), a collaborative partnership with the Sauk Rapids-Rice School District. Each summer, the

Department of Special Education conducts the remedial summer program in reading, writing, and math involving over 200 children in grades K – 8. Approximately 40 graduate candidates develop and implement research and data-based academic interventions, supervised by five university faculty members and three principals. Results consistently demonstrate improvement in students' basic academic skills. Parents, cooperating teachers, candidates, and principals also report high levels of satisfaction with the experience.

[Internships](#) for candidates at the advanced level or for other school professionals are also developed in collaboration with school partners at the program level. Programs typically have an internship [handbook](#) to guide candidates, university supervisors, and cooperating professionals. Faculty members within advanced programs have developed policies and procedures to guide practice to ensure that competencies and skills are developed and expectations met. For example, in School Counseling, candidates must complete all required coursework (with the exception of the two courses taken during the internship year) prior to the beginning of their 600-hour internship that extends over one full academic year. Candidates then determine a minimum of three possible internship sites that meet the following criteria: (1) provides an opportunity for the candidate to participate in all aspects of developmental guidance at K-12 levels; (2) provides a licensed school counselor with a minimum of two years of counseling experience who will serve as the site supervisor; and (3) located within a 75 mile radius of St. Cloud. The selected sites must have final approval by the school counseling faculty members at SCSU. After a site is approved, an internship contract is developed.

Candidates completing a licensure program in Educational Administration and Leadership arrange their field experience after consultation with their university supervisor. Because the majority of candidates pursuing leadership positions as principals, superintendents, or special education directors are encouraged and supported by their own school district, most placements are made in their home districts. If the home district is not an option for a field placement, university supervisors provide options and can arrange placements when necessary. Some programs require several different field experiences; therefore, the university supervisor often assists in making placements to fulfill established clinical requirements. For example, candidates pursuing a special education director licensure must spend time in a minimum of three different settings (single district, educational district, special education cooperative, intermediate, charter school); therefore, they may need assistance in securing an appropriate placement. Another example is the field experience required for the principal licensure that involves a placement at the elementary, middle school, and secondary levels.

Our partners have embraced the shared role and responsibility of preparing future educators and have made significant contributions to the design, development, and evaluation of clinical and field experiences. As summarized above, the unit initiates and receives valuable feedback in a systematic manner through the established infrastructure, committee structure, and meeting schedule. In addition, a formal survey is distributed to [cooperating teachers](#) and [graduates](#) each semester and [employer surveys](#) are conducted on an ongoing schedule. Examples of contributions from our school partners include changes in the curriculum, recommendations regarding topics for professional development, and recommendations for placement sites.

### **Summary**

The unit has worked to build strong collaborations with our school partners to ensure that candidates at both the initial and advanced levels engage in clinical and field experiences that are rich and rewarding and reflect best practice as defined by professional standards and the conceptual framework. An infrastructure has been developed and continues to be refined to support these partnerships and experiences.

### **3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

Clinical and field experiences allow teacher candidates and other school professionals to apply their professional knowledge and develop and refine their skills and dispositions to ensure that all students are successful as learners. The unit has worked diligently to develop a sequence of [field experiences and clinical practice](#) that is developmental in nature and provides experiences throughout the program in a variety of settings and in the appropriate content or licensure area(s). Field experiences at the initial level typically occur early in the program and involve tutoring, small group facilitation, assisted teaching, attending school functions, and other related activities. Clinical practice typically serves as the culminating experience and provides opportunities for candidates to develop and demonstrate the knowledge, skills, and dispositions of the profession. Formative and [summative assessments](#) of this final experience by both the university supervisor and the cooperating teacher provide documentation of teacher candidates' competencies. The unit maintains records of all field and clinical experience placements and evaluations for a seven-year period. [Evaluation reports](#) include summary data on all teacher candidates by unit and program area and are disseminated according to the [dissemination matrix](#).

All candidates at the initial and advanced levels must successfully complete field and/or clinical experiences/internships as part of the [transition points](#) within programs. The clinical and field experience [matrix](#) for the initial level provides an overview of the required experiences for programs. As illustrated, candidates' experiences are developmental and involve between 685 and 820 hours in the field.

#### ***Co-Teaching Initiative***

In October 2003, St. Cloud State University was awarded a [Teacher Quality Enhancement \(TQE\) Partnership](#) grant from the U.S. Department of Education. The primary focus of the TQE initiative was to develop a new approach to the preparation of future educators by implementing [co-teaching](#) strategies in student teaching. Various definitions of co-teaching exist; however, we used the following developed by one of the principal investigators (Bacharach): "two or more individuals who come together in a collaborative relationship for the purpose of shared work...for the outcome of achieving what none could have done alone." This definition not only describes but supports the value added of co-teaching in a student teaching setting, in which two adults (a cooperating teacher and a teacher candidate) work together in a classroom with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.

In a more traditional student teaching model, the teacher candidate typically observes (often from a stationary position) for a period of time, eventually taking over a variety of tasks or portions of lessons. At some point the cooperating teacher generally exits, leaving the teacher candidate fully in charge of the classroom. Co-teaching differs in that the teacher candidate typically becomes involved in the classroom immediately. Lessons are planned and taught by both teachers, resulting in the teacher candidate being seen by students as a "real teacher" from the beginning of the experience. Through the co-planning process, teacher candidates hear and discuss the thoughts and strategies that are used in lesson planning by their cooperating teacher. As the experience continues, a gradual shift in roles occurs, with teacher candidates increasingly taking the lead in planning and teaching lessons. Teacher candidates are still given time to be "fully in charge" of the classroom, including informing the cooperating teacher about how they will assist in the delivery of portions of the lessons.

Extensive [data](#) have been collected over the past four years validating the significance of this professional work. An impressive body of knowledge exists related to the impact of co-teaching on student learning especially addressing reading, math, [student attendance, and discipline incidents](#). The data are clear that the co-teaching experience is an outstanding experience for our teacher candidates. The unit is working to institutionalize the concept of co-teaching, and at present, 42 percent of our teacher candidates participate in co-teaching during clinical practice.

The unit is proud of the fact that the research and efforts related to co-teaching were recognized when St. Cloud State University was chosen as a 2007 recipient of the [Christa McAuliffe Award for Excellence in Teacher Education](#) by the American Association of State Colleges and Universities (AASCU). This award was given to only three institutions in the country. In addition, in February 2008, the American Association of Colleges for Teacher Education (AACTE) awarded St. Cloud State University a [best practice award](#) in support of Teacher Education Quality and Accountability, one of the organization's highest honors.

#### *Advanced Candidates and Other School Professionals*

Clinical and field experiences at the advanced level are illustrated in a [matrix](#) outlining the requirements for licensure or degree completion. As illustrated, required hours and levels of experiences are consistent with professional expectations and/or requirements for licensure or endorsement. For example, CACREP requires 600 hours in clinical practice; the Minnesota Board of School Administrators requires 320 hours of clinical practice. Advanced candidates pursuing a master's degree who are licensed and practicing teachers are also expected to engage in clinical practice and use their classroom or school as a "field placement" to conduct or apply research. Clinical and field experiences allow candidates to directly apply best practices within a theoretical framework as outlined in the conceptual framework and professional standards in authentic situations. Learning within this context is extremely valuable and is integrated into the program of study for each professional field.

The School Counseling Program requires numerous practicum experiences as well as a comprehensive clinical experience totaling 750 hours. Advanced candidates in special education participate in a minimum of five field experiences in both general education and special education as well as a student teaching experience totaling 715 hours. Educational administration and leadership candidates are required to participate in 320 hours of a clinical experience often at different levels depending upon their area of focus. Candidates completing the School Library Media Specialist Program complete 400 hours of clinical practice divided between elementary and secondary levels. Finally, candidates in early childhood special education complete six field experiences as well as two student teaching placements in an infant/toddler setting and a preschool age setting.

#### **Summary**

The unit has designed, implemented, and continually evaluates a developmental sequence of field and clinical experiences to ensure that candidates develop the knowledge, skills, and dispositions as outlined by state, professional, and institutional standards. Key [performance assessments](#) have been developed to provide valuable feedback to the candidate, cooperating professional, university supervisor, and unit faculty and these results drive decision-making at the candidate, program, and unit levels.

### **3c. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn**

Clinical and field experiences within the unit have been systematically designed and developed to reflect institutional, state, and professional standards and serve to extend the [conceptual framework](#) from application of theory to practice. Entrance and exit criteria for clinical and field experiences exist in the [transition points](#) within the unit. At the beginning of each clinical experience, the clinical supervisor meets with the candidate and cooperating teacher to review expectations and responsibilities. During the clinical experience at the initial level, cooperating teachers and university supervisors complete formative assessments and written observations two to three times during each eight-week experience; six observations are expected for teacher candidates who are placed for full 16-week placements. These observations are then discussed with the teacher candidate, noting strengths and weaknesses along with areas for improvement. Midterm assessments are also conducted between teacher candidates and their cooperating teachers.

At the completion of the clinical experience, the clinical supervisor, cooperating teacher, and teacher candidate meet for a final conference. Both the cooperating teacher and the clinical supervisor complete the [summative evaluation form](#), discuss the results with the candidate, and submit the evaluation forms to the Office of Clinical Experiences. Candidates who do not meet expectations as outlined in state and professional standards are not allowed to complete the clinical experience and are moved to a remedial plan or counseled out of the profession.

[Success rates](#) within clinical experiences are quite high as a result of the developmental approach to student teaching as well as our efforts to “live” our transition points to ensure that candidates have the knowledge, skills, and dispositions to participate in a culminating student teaching or internship experience. Accountability is a high priority; therefore, assessment instruments (formative and summative evaluations) and follow-up studies ([candidate self-report](#), [cooperating teacher survey](#), [employer survey](#)) are aligned with professional or state standards as well as the conceptual framework, allowing us to provide evidence that our candidates are demonstrating the proficiencies expected. An analysis of [trend data](#) indicates that candidates demonstrate the proficiencies as outlined in state, professional, and institutional standards in their clinical and field experiences.

#### *Advanced Candidates and Other School Professionals*

At the advanced level and for other school professionals, the expectations, time commitments, and mentor roles are discussed with cooperating professionals prior to making a placement commitment. Assessment is a key component in clinical and field experiences; therefore, the role of candidate assessment is carefully planned and implemented. For example, in the Early Childhood Special Education Program, both cooperating teachers and university supervisors complete assessments of candidate performance. These assessments yield both qualitative and quantitative data, which are interpreted to the candidate at regular intervals throughout the 16 weeks of student teaching. Teacher candidates complete two eight-week placements; one eight-week placement in a home-based program for infants and toddlers with disabilities and one eight-week placement in a community-based preschool program where young children with disabilities are included. Each clinical setting uses a phase in format that gradually transfers lead teaching from the cooperating teacher to the teacher candidate. Six narrative observational reports are completed for each of the two clinical placements; three completed by the cooperating teacher and three completed by the university supervisor. These observations are scheduled throughout the eight-week period to provide adequate and useful feedback to the candidate. In addition, the cooperating teacher completes a narrative mid-term evaluation of the candidate’s strengths and areas in need of concentration. At the conclusion of the clinical experience, both the cooperating teacher and university supervisor complete a three-page summative evaluation form where each

indicator that is aligned to the program competencies is rated on a 5 point Likert scale. At this time, the cooperating teacher also completes a narrative final report.

Special education candidates develop a portfolio to document professional competencies. As a part of the portfolio, candidates provide a narrative describing how their coursework and field experiences have increased their knowledge of scientifically supported practices. The portfolio also includes a self-evaluation of candidates' professional behavior, classroom management, and time and instructional management skills. Cooperating teachers also assess these skills during field experiences, and these forms are included in candidates' files. INTASC Principles are assessed during formal teaching observations conducted by university supervisors. In addition, candidates conduct a self-evaluation of the Board of Teaching (BOT) content standards developed for their particular licensure area, and this self-evaluation is discussed in an exit interview with the university supervisor.

Candidates completing the School Library Media Specialist Program are assessed during the field experience in several ways. The practicum coordinator visits the candidate twice during their field experience and provides feedback to the candidate and the supervisor who is a licensed media specialist. At the end of the practicum, the supervisor completes an assessment of the candidate using a rubric; the candidate also completes a self-assessment using a similar rubric. The practicum coordinator then reviews both rubrics along with the journal and reflective paper.

School counseling candidates must demonstrate a specified level of competence of knowledge, skills, and dispositions during field and clinical experiences in order to graduate and be endorsed for licensure. First, during pre-internship field experiences, candidates are evaluated based on an analysis of their field observations as well as class discussion reports on their experiences. Second, during clinical courses, candidates are evaluated via live observation, review of video tapes, and through individual and group supervision discussions and assignments related to their counseling sessions. Finally, during internship, candidates are evaluated by their field supervisor who conducts weekly individual supervisions and submits two end-of-semester evaluations and by their faculty supervisor who evaluates their performance through case reports, group supervision, and assignments.

Candidates in the Educational Administration and Leadership Program use a professional model for evaluation as stipulated in Minnesota statute. This entails the use of an expert panel of licensed, practicing administrators along with the university or faculty supervisor to render a considered judgment of the competency level of all candidates aspiring for the K-12 principalship, superintendency, and special education directorship. The first assessment is conducted as part of the planning meeting (pre-assessment) using a candidate self-assessment instrument which is used to help the candidate plan their field experience activities based on competencies that are weak or need more attention. Formative assessment updates on the candidate's progress are provided by means of journal reports sent weekly to the university or faculty supervisor by the candidate. Upon conclusion of the field experience, a situational observation panel is used as a summative assessment to render a final judgment of the candidate's skill attainment of the administrative licensure competencies. This entails providing the candidate with several hypothetical leadership situations and asked them to respond. Evaluators use a situational observation rubric to judge the responses by the candidate. If the candidate rates below adequate, the candidate is then asked to return to the field and work on the noted deficiency. This may involve additional research with a correlating paper, or a report analyzing data, or additional field experience hours in different sites. The panel is again reconvened to determine if the candidate has passed in the particular area identified at a level commensurate with an emerging administrator.

Candidates completing their Master's Degree in Curriculum and Instruction complete several field experiences by engaging course projects. For example, candidates must complete a curriculum project, an assessment development project, and a lesson plan project that must be developed and used in the field, typically their own classroom. Rubrics have been developed to assess the projects using self-assessment, peer assessment, and instructor assessment.

### ***Reflection***

Reflection is valued by the unit and candidates are expected to engage in serious self-reflection to enable them to justify their instructional decisions and practices during clinical practice. At the initial level, candidates are expected to send reflective journals to their clinical supervisor on a weekly basis. Some departments also have specific expectations related to reflective journals. For example the Department of Child and Family Studies expects candidates to focus on specific INTASC Principles each week as part of the reflective process. Some programs require that candidates attend seminars with their clinical supervisor or department faculty to reflect on their clinical practice with their peers. For example, the Department of Special Education requires weekly or biweekly seminars; the Department of Child and Family Studies conducts two or three required seminars during the semester; and several secondary content faculty host required seminars. Candidates are also required to attend a [professional development day](#) during their student teaching experience sponsored by the Office of Clinical Experiences, Dean's Office, and the Departments of Teacher Development, Special Education, and Child and Family Studies.

At the advanced level, the Early Childhood Special Education Program requires candidates to journal reflectively throughout their clinical placements. Reflective journals are completed on a daily basis as part of an assignment packet and submitted as a portfolio during each of the two clinical experiences. Journal content is expected to be a critical analysis of the candidate's learning experiences in all aspects of the special education placement. Reflective journals are reviewed throughout the experience and submitted at the end of each clinical practicum, evaluated by the university supervisor, and factored into the final grade.

School counseling candidates must demonstrate a specified level of competence in self-reflection in clinical and field experiences in order to graduate and be endorsed for licensure. First, candidates are required to complete pre-internship field experiences by shadowing and interviewing school counselors. They are then required to reflect and report on what they learned through that process. Second, candidates must demonstrate self-reflection during clinical practice of individual and group counseling. Candidates demonstrate reflection skills using video, oral, and written formats during live observation and feedback sessions, and during individual and group supervision. Finally, candidates are required to make weekly oral reports of their work in individual and group supervision during their 600-hour internship.

Candidates in Educational Administration and Leadership utilize four reflective processes during their field experience: (1) candidate self-assessment instrument (based on professional competencies); (2) reflective journaling as part of field experience; (3) reflective essays for each of the licensure competencies and artifacts submitted as part of the portfolio requirement; and (4) final situational panel review. The four processes allow for rich and reflective discussions between the candidate and the university and/or field supervisor.

Advanced candidates preparing to become school library media specialists are required to maintain a daily journal during their practicum experience. The journal is submitted on a weekly basis to the practicum coordinator who reviews it and provides feedback to the candidate. At the conclusion of the practicum experience, candidates write a four to six page reflective paper

synthesizing their goals and objectives and their experience. The practicum coordinator evaluates the paper using a rubric.

### ***Technology Integration***

The use of technology as an instructional tool is clearly an expectation of candidates and is reflected in the conceptual framework. The unit uses the National Educational Technology Standards ([NETS](#)) developed by the International Society for Technology in Education ([ISTE](#)).

Opportunities to use technology exist in both field and clinical experiences, but as often is the case, are dependent on the range of technology within each district where candidates are placed. Continuous access to unit technology resources facilitates preparation of teaching and learning materials. The preparatory coursework prior to clinical or field experiences prepares the candidates in the use of technology to enhance learning environments, increase student learning, and improve pedagogy. Candidates are required to demonstrate the use of technology during preparatory courses in order to practice effective utilization in field experiences and student teaching.

An example to illustrate the use of technology within a program is our special education teacher candidates who are required to use assistive technology for their students as required by the Individual Education Plan (IEP) of special education students. The assistive technology may be low technology (pencil grips, specialized calculators) or high technology (voice simulated computers); however, the technology is designed to enhance student learning. Teacher candidates in special education are also required to submit an electronic portfolio documenting the successful completion of the INTASC Principles and the Minnesota Board of Teaching Standards.

The National Educational Technology Standards (NETS) are included in the handbooks for easy reference by all stakeholders in the field/student teaching experiences. Lesson plans submitted during field experiences and student teaching as well as observations by cooperating teachers and clinical supervisors document the use of technology by candidates to enhance student learning. An analysis of [trend data](#) indicates that candidates are able to successfully integrate technology into their teaching, use educational technology to broaden student knowledge, and use a variety of media and communication tools.

At the advanced level, the use of technology is an integral part of the preparation of our candidates. For example, the Special Education and Early Childhood Special Education Programs hold three expectations. First, as a minimal expectation, all candidates are required to demonstrate the competencies outlined in the Minnesota Standards of Effective Practice involving technology. Second, programs that include students with disabilities often use a variety of technological equipment to augment classroom instruction. A successful teacher candidate is highly encouraged to glean as much experience as possible from these unique field experiences to carry forward into their own future practices. Finally, of critical importance for many students with disabilities, and thus their teacher candidates, is the use of augmentative communication devices or computerized adaptive equipment to support a student's learning. Teacher candidates are evaluated in both formative and summative performance assessments on their ability to demonstrate proficiency in the use of such technology. These performance data are factored into the final grade for all those candidates who successfully complete the field experiences or clinical practice.

Candidates in the Educational Administration and Leadership Program have several requirements related to technology to ensure that candidates have the skills necessary for future leadership in

the schools. First, candidates must develop and submit electronic portfolios as their culminating project. Second, one of the Minnesota competencies entails data-driven decision making, as such, the overall expectation is that candidates will use technology to gather, organize, and interpret data to drive decisions. For example, various types of management software and spreadsheets for scheduling, student attendance, student demographics, student achievement, budgeting, special education, community education, and human resources are all utilized by candidates in some capacity as they participate in clinical activities. Candidates must also be knowledgeable of assistive technology to support students with disabilities. And finally, candidates typically use some form of electronic survey and statistical software to design, administer, and analyze survey results for an array of data collection assignments as part of their clinical experience.

School counseling candidates must also demonstrate proficiencies related to technology including: 1) using video and/or audio recording technology to present counseling work from clinical experiences; 2) using word processing, data processing, web-based, classroom, and computer presentation technology during class presentations and reports; and 3) using school scheduling.

As might be expected, the successful use of technology is a major component of the School Library Media Program. Several of the state competencies for school library media specialists focus specifically on the use of technology. Technology use and integration are infused throughout the curriculum. Candidates are expected to use all technologies available in the schools and to assist staff and students in the use and application of technology in school settings.

**Summary:** Candidates in both the initial and advanced programs demonstrate mastery of content as well as pedagogy and professional knowledge as they progress through identified transition points. Assessments used in clinical and field experiences are based on professional standards and reflect the institutional standards. Field and clinical experiences allow candidates to reflect on their practice to enhance their teaching abilities and have a positive impact on student learning.

**Standard 3 Summary:** In summary, the unit and school partners work in harmony to design, implement, and evaluate field experiences and clinical practice to ensure that candidates are able to develop the knowledge, skills, and dispositions as defined by professional, state, and institutional standards to help all students learn. The unit is particularly proud of our ongoing groundbreaking and award-winning research that is being conducted related to co-teaching and the positive impact on student learning during the clinical experience of candidates at the initial level.