



OFFICE OF CLINICAL EXPERIENCES

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2016

ST CLOUD STATE UNIVERSITY

PRESERVICE FIELD and CLINICAL EXPERIENCES

All SCSU field experience students are expected to exhibit high standards of professionalism and to be actively involved in the classroom. This includes tutoring individual students, working with small groups, monitoring class activities, assisting with classroom tasks, and planning and teaching lessons or parts of lessons.

The cooperating teacher is asked to guide and support the student, to model effective teaching practices, and to supervise the student on a consistent basis. At any time during the field experience, if you have concerns or questions, do not hesitate to contact the course professor or the Office of Clinical Experiences.

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Child and Family Studies (CFS) Birth – Grade 3 License

Course	Timeline	Placement preference	SCSU Supervision	Teacher Involvement
CFS 200 Intro to Ed	20 hours throughout the semester.	<ul style="list-style-type: none"> K-3 Classroom Assigned in school with diverse student population 	No Direct Supervision	Guide, model, mentor, provide feedback, one-page final evaluation
CFS 406 Early Literacy in Inclusionary Settings	½ hour every week for 12 weeks during the semester	CFS/SCSU Buddies Program: Learning Buddies (1:1 help with literacy skills)	No direct supervision from SCSU, however professor may make a brief classroom visit	Matching partners, mentoring, and provide feedback.
CFS 408 Authentic Assessment for Infants/Young Child	3 hours every week for 4 weeks with Toddlers	Child Care Centers	No Direct Supervision	This is an observation only placement.
CFS 413 Guidance of Young Child	½ hour every week for 12 weeks during the semester	CFS/SCSU Buddies Program: Husky Buddies (1:1 help with social skills)	No Direct Supervision	Matching partners, mentoring, and provide feedback.
CFS/ED 428 Children's Literature in PreK-3	Students will work in pairs to conduct library tours, perform story-telling to school aged children, infants, and toddlers	Great River Regional Library	No direct supervision from SCSU, however professor can be contacted for assistance via email or phone	Matching partners, scheduling, mentoring, and providing feedback.
CFS 433 Methods: Young Child with Disabilities	5 half day sessions (needed only if student teaching is not in an inclusive setting)	Inclusive Early Childhood Classroom setting with children with disabilities	No direct supervision from SCSU, however professor can be contacted for assistance via email or phone	Discuss: Classroom modifications and curricular adaptations for children with special needs; role of special education service providers.
CFS 443 Ed Strategies for Infants/Toddlers with/out Disabilities	<ul style="list-style-type: none"> 2 hours every week for 3 weeks with Infants 2 hours every week for 3 weeks with Toddlers 	Child Care Centers	No Direct Supervision	<ul style="list-style-type: none"> Guide, model, mentor, and provide feedback. Complete a final written evaluation of university student.
STUDENT TEACHING ED 420/CFS 460	<ul style="list-style-type: none"> Twelve weeks in Pre-K Eight weeks in 1-3 grade classroom 	During the weeks prior to F-T student teaching of each semester, students visit the K-3 or Pre-K site two days a week as part of their methods courses	University Supervisor will visit at least 3 times per semester	See CFS Student Teaching Handbook for details

Elementary Education (ED) Kindergarten – Grade 6 License

Course	Timeline	Placement preference	SCSU Supervision	Teacher Involvement
ED 200 Intro to Ed	20 hours throughout the semester	<ul style="list-style-type: none"> K-6 classrooms 	No Direct Supervision	Guide, model, mentor, provide feedback, complete a final evaluation
ED 315 (Block 1) Primary/Kindergarten Methods	<ul style="list-style-type: none"> 20 days Monday – Friday 3.0 hours every morning 	<ul style="list-style-type: none"> K-3 classrooms Students are assigned in teams of two students per classroom 	University faculty will visit the field experience classroom throughout the field experience to discuss briefly with the Cooperating Teacher and Block 1 students the classroom experience	Guide, model, mentor, provide feedback, complete a final evaluation
ED 305 (Block 2) Organization in the MS	<ul style="list-style-type: none"> 20 days Monday – Friday 3.0 hours every morning 	<ul style="list-style-type: none"> Grade 4-6 classrooms Students are assigned in teams of two students per classroom outside of St. Cloud Area Schools 	University faculty will visit the field experience classroom twice throughout the field experience to discuss briefly with the Cooperating Teacher and Block 2 students the classroom experience	Guide, model, mentor, provide feedback, complete a final evaluation
Student Teaching ED 420/ED 422 (Block 3/Block 4)	Eighteen weeks; Block 3-six week placement and Block 4-twelve week placement over two semesters	<ul style="list-style-type: none"> Typically a student is assigned to the same classroom for both placements Students may request a Block 3 kindergarten experience; the remaining Block 4 weeks must be at another grade level During the first weeks of each semester, students visit the school 1 day per week as part of their methods courses 	University Supervisor will visit at least 3 times per semester	See Elementary Education Student Teaching Handbook for details

Secondary Education K-12 or 5-12 content specific licenses

Course	Timeline	Placement preference	SCSU Supervision	Teacher Involvement
ED 300 Teaching in MS/HS	<ul style="list-style-type: none"> 20 hours throughout the semester. 	<ul style="list-style-type: none"> Elementary, Middle and High School Student placed in preferred content area 	No direct supervision from SCSU, but faculty member in charge is available by email or phone	Guide, model, mentor, provide feedback, complete a final evaluation
ED 441/541 Integrating Theory and Practice	<ul style="list-style-type: none"> 6 weeks Monday – Friday AM or PM 3 periods or 2 blocks per day 	<ul style="list-style-type: none"> Middle School or High School Students are placed in content area of licensure they are seeking. 	<ul style="list-style-type: none"> No direct supervision from SCSU, but faculty member in charge is available by email or phone 	<ul style="list-style-type: none"> Serve as a field-based partner for candidate. Provide informal feedback, expect high standards of professionalism and initiative, determine how much involvement the student is ready to accept, and complete two observations (<i>checklist with comments</i>) and a final written summary/ evaluation. Write comments on the candidate's self-assessment of his/her teaching.
Student Teaching ED 466/ED 467	<ul style="list-style-type: none"> All students majoring in secondary education (K-12/5-12) must complete sixteen weeks of student teaching during one semester 	<ul style="list-style-type: none"> <u>K-12 Majors</u> (Art, ESL, World Languages. Music and Phy Ed) Students teaches 8 weeks in subject at the elementary level and 8 weeks at the secondary level <u>5-12 Majors</u> All science majors must have an eight week placement in 5th–8th grade in any science area, <u>and</u> an eight-week placement in their specific major in 9th –12th grade. All CAL majors must teach at least one speech unit. 	University Supervisor will visit at least 6 times per semester for each K-12/5-12 major	See Secondary Education Student Teaching Handbook for details
ENGL 461 Teaching ESL Theory and Methods	<ul style="list-style-type: none"> 45 – 50 hours (SCSU Students in TESL classrooms for half days around week 3 of the semester. 	<ul style="list-style-type: none"> 50 hours arranged between students and CTs. 	No direct supervision from SCSU, but faculty member in charge is available by email or phone	Guide, model, mentor, provide feedback, complete final evaluation
ENGL 462/662 TESL Methods Reading and writing	<ul style="list-style-type: none"> 45 – 50 hours (SCSU Students in TESL classrooms for half days around week 3 of the semester. 	<ul style="list-style-type: none"> 50 hours arranged between students and CTs 	No direct supervision from SCSU, but faculty member in charge is available by email or phone	Guide, model, mentor, provide feedback, complete a final evaluation
ENGL 478 TESL Internship for K-12 TESL Minors	<ul style="list-style-type: none"> 100 hours 2 half days or 1 full day a week for the semester 	<ul style="list-style-type: none"> Hours arranged between students and CTs 	TESL supervisor will visit at least 2 times per semester	Guide, model, mentor, provide feedback, complete a final evaluation
ENGL600	<ul style="list-style-type: none"> 90 - 100 hours 2 half days or 1 full day a week for the semester 	<ul style="list-style-type: none"> Hours arranged between students and CTs. 	TESL supervisor will visit at least 2 times per semester	Guide, model, mentor, provide feedback, complete a final evaluation

Secondary K-12 Field Experiences (Continued)

(In addition to the Secondary Placements, Health/Phy Ed and DAPE have the following Field Experiences)

Course	Timeline	Placement preference	SCSU Supervision	Teacher Involvement
HPE 376 Field Experience in PE	30 hours throughout the semester	K-6 PE classrooms	SCSU faculty co-teaches with cooperating teacher	<ul style="list-style-type: none"> • Serve as field-based partner for students • Determine how much involvement the student is ready to accept • Provide informal feedback • Expect high standards of professionalism
HPE 439 Health Methods Practicum	30 hours in public schools	Grades 5-12 Health Classroom	No direct supervision from SCSU, but faculty member in charge is available by email or phone	<ul style="list-style-type: none"> • Serve as field-based partner for students • Determine how much involvement the student is ready to accept • Provide informal feedback • Expect high standards of professionalism • Complete a final evaluation
PESS 312 Inclusive Techniques for Diverse Population in Health, and Physical Education	25 hours throughout semester	P-12 Typical Classroom settings that have students with DAPE or Inclusive PE needs.	Regular P-12 Physical Education Setting with students who have DAPE needs.	<ul style="list-style-type: none"> • Provide opportunities for the students to work with the children • Support & give feedback to the students as they work with the children • Share information regarding the DAPE program and/or working with children with disabilities in physical education
HPE 458 Field Experience in HPE	60 hours	K-12 Physical Education Classroom	Professor available by phone or email	<ul style="list-style-type: none"> • Students work directly with children • Teach a unit • Video Tape a lesson or lessons • Administer some assessments
HPE 430 Seminar Elementary DAPE	60 hours	Pre K- 6 DAPE Classroom	No direct supervision from SCSU, but faculty member in charge is available by email or phone	<ul style="list-style-type: none"> • Provide opportunities for the students to work with the children • Support & give feedback to the students as they work with the children • Share information regarding the DAPE program and/or working with children with disabilities in physical education • Provide opportunities for hands-on assessment • Support & give feedback to the students as they assess the children
PESS 465/565 Seminar Secondary DAPE	60 hours	7-12 DAPE Classrooms	No direct supervision from SCSU, but faculty member in charge is available by email or phone	<ul style="list-style-type: none"> • Provide lots of opportunity for hands-on teaching & assessment • Complete a performance evaluation for the students • Support & give feedback to the students as they work with the children • Share information regarding the DAPE program and/or working with children with disabilities in physical educ.

Special Education (SPED) K-12 or 5-12 content specific licenses

Course	Timeline	Placement preference	SCSU Supervision	Teacher Involvement
SPED 200 Intro to Education	20 hours throughout the semester	<ul style="list-style-type: none"> Regular K-6 Education Classrooms (not SPED) 	No Direct Supervision	Guide, model, mentor, provide feedback, one-page final evaluation
SPED 338 Elementary FE General Placement	<ul style="list-style-type: none"> 4 weeks Monday – Friday AM placements ONLY 3 hours daily 	Regular K-6 Education Classrooms not SPED	Graduate Assistant (GA) will visit one time weekly and communicate via email with the cooperating teacher	Guide, model, mentor, provide feedback, one-page final evaluation
SPED 339 Secondary FE General Placement	<ul style="list-style-type: none"> 4 weeks Monday – Friday AM placements ONLY 3 hours daily 	Regular 7-12 Education Classrooms not SPED	Graduate Assistant (GA) will visit one time weekly and communicate via email with the cooperating teacher	Guide, model, mentor, provide feedback, one-page final evaluation
SPED 440 Teaching English Learners with Special Needs	3 full days Fridays in conjunction with SPED 455	Schools with English Language Learners enrolled	No Direct Supervision	Guide, model, mentor, provide feedback, one-page final evaluation
SPED 455 Special Education FE	<ul style="list-style-type: none"> 5 weeks Monday – Thursday All Day Merging into student teaching 	K–12 in ABS setting	Graduate Assistant (GA) will visit one time weekly and communicate via email with the cooperating teacher	Guide, model, mentor, provide feedback, complete a final evaluation
Student Teaching SPED 456/457 ABS License	Two Experiences <ul style="list-style-type: none"> 1st experience 6 weeks 2nd experience 10 weeks 	<ul style="list-style-type: none"> 1st experience 6 weeks in same ABS setting as SPED 455 2nd experience 10 weeks in opposite grade range of 1st experience 	University Supervisor will visit at least 6 times per semester	See Special Education Student Teaching Handbook for details