

## PRE-STUDENT TEACHING CLINICAL FIELD EXPERIENCES

### Overview:

Pre-student teaching clinical field experiences introduce and prepare the future teacher by providing guided observation and supervised practice in actual academic settings. Loyola education majors gain experience in observing classroom teachers in urban and suburban settings and have the opportunity through regularly scheduled clinical labs to provide instruction to individuals, small groups, and whole classes. Constructive and effective feedback is provided by university faculty and on-site classroom teachers.

Loyola education majors meet the State of Illinois requirement to complete a minimum of 100 clock hours of pre-student teaching clinical experiences through the clinical hours that have been assigned to the courses listed below. Most Loyola education majors complete more than the minimum requirement and total clinical hours far exceed the state requirement.

### Bachelor of Science (Education)

#### *Elementary Education Majors*

ELPS 219: American Education	5 hours
CIEP 229: Ed. Psychology	5 hours
ELPS 302 Philosophy of Education	5 hours
CIEP 339: Exceptional Child	10 hours
M23/M24: Intro to Teaching	30 hours
CIEP 359: Teaching Reading	20 hours
CIEP 362: Reading/Writing in Content	20 hours
M83: Advanced Instruction	20 hours

#### *Secondary Education Majors*

ELPS 219 or ELPS 302	5 hours
CIEP 229	5 hours
CIEP 339	10 hours
M13/M14: Sec. School Teaching	40 hours
M(content methods)	20 hours
CIEP 362	20 hours

### Master of Education Degree (with certification)

#### *Elementary Education Majors*

CIEP 414: Instructional Methodology	30 hours
CIEP 450: Ed. Psychology	5 hours
ELPS 420: Philosophy of Education	10 hours
CIEP 421: Reading/Literacy Instruction	20 hours
CIEP 401: Exceptional Child	10 hours
CIEP 423: Reading/Writing in Content	25 hours
M83: Advanced Instruction	20 hours

#### *Secondary Education Majors*

CIEP 414:	30 hours
CIEP 450:	5 hours
ELPS 420:	10 hours
M____(content methods)	20 hours
CIEP 401:	10 hours
CIEP 423:	25 hours

## To Students enrolled in CIEP 229, CIEP 339, ELPS 219, ELPS 302

If you are enrolled in CIEP 229 or ELPS 219 or ELPS 302, you will note that there are five (5) clinical hours attached to each of these courses and ten (10) clinical hours attached to CIEP 339. While these hours generally involve classroom observation, the faculty member who teaches the course in which you are enrolled may require that you complete additional appropriate assignments as a response to the observation that you will do in a school setting. Faculty members generally suggest a particular school or allow you to go to a school of your choice. In those cases where the school requires a letter of introduction, please see the Clinical Coordinator.

## To Students enrolled in CIEP 401, CIEP 450, ELPS 420

If you are enrolled in CIEP 450, you will note that there are five (5) clinical hours attached to this course. There are ten (10) clinical hours attached to CIEP 401 and ELPS 420. While these hours generally involve classroom observation, the faculty member who teaches the course in which you are enrolled may require that you complete additional appropriate assignments as a response to the observation that you will do in a school setting. Faculty members generally suggest a particular school or allow you to go to a school of your choice. In those cases where the school requires a letter of introduction, please see the Clinical Coordinator.

## To Students enrolled in Courses which require 20 or more hours of clinical experiences:

If you are enrolled in an education course which requires 20 or more hours of clinical experience, the Clinical Coordinator will provide a clinical placement for the class. You will be expected to register for the clinical lab that is listed in the Schedule of Classes. Placements will be in an approved clinical school site for the specified clinical laboratory period. Clinical field assignments will be made by the faculty members teaching these courses; they will provide feedback to you about your field work. The clinical field experiences provide the opportunity to implement the theory that you are learning. As a professional, you will be expected to act accordingly. Please see Page 7 of this Handbook for the guidelines you should follow as an education student.

## OBJECTIVES OF THE CLINICAL FIELD EXPERIENCES

Loyola Education students who participate in the pre-student teaching clinical field experiences will be able to:

- ! Observe and analyze various classroom settings and methodologies
- ! Tutor in an academic context
- ! Prepare lesson plans and plan for appropriate instruction and implementation
- ! Develop teaching performance by assisting small groups
- ! Develop instructional competencies through teaching of lessons and mini-units to elementary or secondary students
- ! Prepare problem-solving questions and activities
- ! Assemble a portfolio of clinical experiences which may include lesson plans, reflection journals, and other pertinent materials
- ! Expand personal skills by assisting a classroom teacher
- ! Refine professional qualities by participating in developmental activities

## **Responsibilities of the Coordinator of Pre-Student Teaching Clinical Experiences**

The Coordinator is responsible for developing and maintaining clinical experiences sites in accordance with the philosophy and policies of the Elementary and Secondary Teacher Education Programs. Input from University faculty is an important source of information regarding potential and current sites.

The Coordinator will:

- ! Initiate contacts, suggest placements, and enter into agreements with officials in school districts/principals regarding all clinical placements.
- ! Communicate with University faculty members and Loyola education majors regarding clinical site placements.
- ! Regularly evaluate sites and provide feedback to the individual education programs to assure that students will be provided experiences that meet the needs of each course.
- ! Keep University faculty members and Loyola education majors apprised of regulations regarding clinical experiences

## **Responsibilities of the University Clinical Experiences Faculty**

University faculty members who teach courses which include clinical experiences are assisting Loyola students to integrate theory with practice. Establishing a professional working relationship with elementary/secondary teachers also allows university faculty to share current theory with colleagues in school settings. In addition, classroom teachers have the opportunity to share the wealth of their practice with those about to enter the profession. The Loyola education majors have the benefit of real world classroom experiences and professional expertise.

To provide the most effective pre-clinical experiences, University faculty will:

- ! Include in the course syllabus a clearly defined framework of clinical activities/expectations which reflect the course content.
- ! Share course syllabus and course requirements with on-site classroom teachers
- ! Communicate with school site classroom teachers to coordinate the lessons/activities that might be presented by Loyola education students and the current classroom curriculum
- ! Provide on-site supervision and feedback to the Loyola education student engaged in pre-clinical field experiences
- ! Include class discussions about clinical experiences as part of course content
- ! Require Loyola education students to assemble a clinical experiences portfolio which may include lesson plans, reflection journals, and other pertinent materials.

## Responsibilities of the School/District and Classroom Teacher

The classroom teacher who welcomes the preservice Loyola education major provides an essential link from educational theory to informed practice. The classroom teacher should provide an exemplar for future educators to observe the most effective delivery of instruction.

Classrooms in which Loyola education majors can also implement lesson plans that support the current curriculum provide the opportunity to gain confidence prior to student teaching.

While each education course has specific clinical requirements, the following is representative of the typical expectations for a clinical field experience lab:

- A. Observation of model teaching
- B. Tutoring of individuals
- C. Small group instruction
- D. Whole group instruction

The school/district and classroom teacher will:

- ! Introduce Loyola education students to the physical building and the faculty/staff
- ! Share school policy with regard to classroom management and discipline
- ! Collaborate with University faculty to determine appropriate clinical field experiences for Loyola education students
- ! Provide a classroom setting in which the Loyola education student may observe teaching
- ! Include the Loyola education student in lesson planning and preparation and provide opportunities for the Loyola education student to teach the lessons that have been planned
- ! Assign individuals or small groups to the Loyola education student for tutoring and/or enrichment activities
- ! Provide feedback to Loyola education students to assist their growth as preservice

teachers; this feedback identifies the classroom teacher as a professional partner in the preparation of new teachers.

- ! Arrange time for conferences with the Loyola education student to discuss your teaching style, classroom management techniques, and the theory-to-practice applications used in your classroom
- ! Provide informal feedback to University faculty regarding the Loyola education student=s progress

## **Responsibilities of the Loyola Education Student**

As a Loyola education student, you are learning educational theory in the formal coursework of your specific major area. The pre-clinical field experiences allow you the opportunity to observe current classroom practice and to begin to identify specific practices you will use when you teach. Each clinical lab will provide experiences in authentic educational settings so that you may gain confidence and expertise in implementing lessons.

As a future educator, the Loyola education student will be aware of the following:

- ! Appropriate professional dress, speech, and personal habits are expected of all Loyola education students. University faculty members will provide guidelines for appropriate attire and professional behavior.
- ! As a guest of the school or district, be sure to observe all school rules and regulations.
- ! Arriving promptly for clinicals and calling when unavoidably delayed are common courtesies. Loyola education students are expected to be at the school site to meet the clinical requirements for each and every scheduled lab. Classroom teachers and elementary and secondary students depend on the commitment you have made. Don=t disappoint them!
- ! It is inappropriate to discuss the particular behavior of an individual teacher or child.
- ! Be sure to establish a professional rapport with the students to whom you may be assigned. Respect the professional relationship that the classroom teacher may have with his/her students.
- ! It is the Loyola education student=s responsibility to be prepared for tutorials and small group/whole class instruction. If additional materials or equipment is needed, be sure

to arrange for these items before the session.

- ! Expect feedback from the University faculty member and the classroom teacher. This will guide your practice and assist professional development.

LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION  
PRE-CLINICAL EXPERIENCES LEARNING OUTCOMES REPORT

\_\_\_\_\_  
Loyola education student

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade Level/Subject/Number of Pupils

\_\_\_\_\_  
Date of Observation

1. Organization/Articulation of Lesson
  - \_\_\_\_\_ Provides lesson plan
  - \_\_\_\_\_ Has appropriate knowledge about topic of lesson
  - \_\_\_\_\_ Objectives are clear and appropriate
  - \_\_\_\_\_ Motivates students
  - \_\_\_\_\_ Includes a variety of methods, activities, resources
  - \_\_\_\_\_ Skillful questioning
  - \_\_\_\_\_ Lesson concepts are summarized; student questions answered
  - \_\_\_\_\_ Has an evaluation plan for the lesson
  - \_\_\_\_\_ Recognizes strengths and weaknesses of students and attempts to modify instruction
2. Materials
  - \_\_\_\_\_ Materials are appropriate for lesson
  - \_\_\_\_\_ Has gathered materials/equipment necessary for lesson
  - \_\_\_\_\_ Demonstrates appropriate use of materials
3. Classroom Management
  - \_\_\_\_\_ Promotes a positive environment with active, interested, involved students
  - \_\_\_\_\_ Appropriate use of reinforcement

- \_\_\_\_\_ Sensitive to differences among students
- \_\_\_\_\_ Displays energy, enthusiasm and sense of humor

4. Personal Attributes

- \_\_\_\_\_ Establishes rapport with students
- \_\_\_\_\_ Language and dress are appropriate to school setting

Comments:

## DOCUMENTATION OF PRE-STUDENT TEACHING CLINICAL EXPERIENCES

As a preservice teacher in Loyola University Chicago's School of Education program, you will have a variety of clinical experiences in authentic school settings. To meet the state requirements, it is important to document your experiences. The Pre-Student Teaching Clinical Experience Form (following page) should be completed for every visit and signed by the on-site teacher. We suggest that you keep copies of the completed Pre-Student Teaching Clinical Experience forms for your records.

You will also want to keep a record (see below) of your clinical experiences so that you will be prepared to create your personal resume which will be valuable for your student teaching interview and your future job search.

### PRE-STUDENT TEACHING CLINICAL EXPERIENCES LOG

(enter course number, location, brief description of activities; have course instructor initial)

Course Number	Location	Clinical Experiences	LU Faculty


