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Muskingum does not discriminate and therefore admits students of any race, color, handicap, sex, religion, age, political affiliation, socio-economic status, national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, athletic activities, school-administered programs, or employment policies as required by Title IX of the 1972 Educational Amendments and Internal Revenue Code 75-50.

### **Statement of Moral Character**

A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation of section 2907.04 (corruption of a minor) or section 2907.06 (sexual imposition), or division (A) or (C) of section 2907.07 (importuning) of the Revised Code, any offense of violence, theft offense, or drug abuse offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state. An individual who has pleaded guilty to or has been convicted of any such offences may have an application for certification/licensure considered by the state board of education, provided said individual meets the conditions specified in rule 3301-23-23 of the Administrative Code.

### **Recommendation for Licensure**

Once students complete clinical practice and all other course requirements for their specific teacher education programs, and pass all necessary examinations (such as the content test(s) and/or pedagogy test(s) , they must submit an online application to the the Ohio Department of Education with payment. The application will be reviewed and the Education Licensure Officer will submit an Approval for Licensure to the Ohio Department of Education if all requirements have been met. Once the application is received by O.D.E., the actual issuance of the license may take approximately 4-6 weeks.

This Handbook provides general information to prepare students for the Clinical Practice required for provisional licensure as required by the Ohio Department of Education. Every effort has been made to reflect the Muskingum University program, policies, and procedures. The University reserves the right to change, without notice, rules, policies, fees, curricula, course or other matters.

## **Clinical Practice at Muskingum University**

### **“Developing Teacher-Leaders Who Encourage, Equip, and Empower All Students”**

At Muskingum University, we are committed to “Developing Teacher-Leaders Who Encourage, Equip, and Empower All Students.” As a university and a department, we are committed to developing “whole persons-intellectually, spiritually, socially, and physically.” As a professional teacher we are committed to developing our candidates as teacher-leaders who in turn develop their students to the fullest potential by 1) encouraging their efforts, providing motivation, and creating opportunities for developing self-motivation; 2) equipping them with the knowledge they need to know and the skill they must be able to perform; and 3) empowering them as active participants in their own professions, families, and communities.

Clinical Practice for students in the Master of Arts in Teaching, Muskingum Adult Program and Post-Bac Program (for initial licensure) and Master of Arts in Education (for advanced licensure) programs at Muskingum University involve guided teaching under the supervision of a qualified Cooperating Teacher (one who possesses the appropriate standard certificate or license and has completed a minimum of three years of classroom teaching, including one year in the field for which the service is being provided). The clinical practice experience is a process in which the graduate student assumes increasing responsibility for leading the school experiences of given groups of learners. Depending on the area of licensure, clinical practice involves 12 weeks (60 days) of full-day practice teaching (Initial Licensure), or 5 weeks (25 days) of full-day practice teaching (Advanced Licensure). By the end of the 2<sup>nd</sup> week, all students are expected to have full responsibility for the classroom(s). During this program the graduate student follows the Cooperating Teacher’s regular schedule and engages in activities that comprise a wide range of the teacher’s assigned responsibilities.

Clinical practice placements provide the setting in which graduate students are given the experience of synthesizing theory and practice. The cooperative working relationship between these schools and the university provides an environment conducive to the development of strengths and response to weaknesses as students operate within specific teaching and learning programs. During this time the graduate student assimilates the body of knowledge, skills, attitudes and values established within his/her preparation courses into teaching strategies that provide for effective and efficient student learning, and builds a portfolio of appropriate supporting evidence of the above.

### **Clinical Practice Program Objectives**

Clinical practice objectives are attained when the graduate student demonstrates the following knowledge, skills, attitudes, and dispositions that align with the Ohio Standards for the Teaching Profession and the Conceptual Framework for Muskingum University.

- A. The student teacher will demonstrate knowledge and skills in **Planning** by developing written lesson plans that :
  - a. are based on assessment of students' prior knowledge
  - b. reflect state academic content standards
  - c. include clear learning goals, appropriate evaluation, and a variety of methods, activities, and materials.
  
- B. The student teacher will demonstrate knowledge and skills in **Creating an Environment for Learning that:**
  - a. promote fairness
  - b. establish rapport
  - c. set high expectations
  - d. maintain consistent behavior standards
  - e. listen to students
  - f. provide support and feedback
  - g. motivate students
  - i. view students as able to make decisions about their own management and learning
  - j. use room arrangement, grouping, resources, and materials to support environmental decisions
  - k. use the room as a resource for learning
  
- C. The student teacher will demonstrate knowledge and skills in **Teaching for Student Learning that:**
  - a. demonstrate knowledge of content
  - b. make content comprehensible to students
  - c. encourage high level thinking
  - d. monitor student learning, provides feedback, and adjusts as needed
  - e. use time effectively
  - f. address individual differences through differentiated goals, methods, activities, and resources
  
- D. The student teacher will demonstrate knowledge and skills in **Teacher Professionalism** by:
  - a. reflecting on teaching
  - b. accepting responsibility for students' learning
  - c. building professional relationships with colleagues
  - d. communicating with parents and guardians
  
- E. The student teacher is expected to demonstrate the following dispositions:
  - a. Demonstrates an appreciation for human diversity
  - b. Establishes and maintains rapport with students
  - c. Views all students as being strong and capable
  - d. Uses a variety of methods, activities, and resources to provide differentiated instruction
  - e. Demonstrates a sense of efficacy
  - f. Creates environments that are healthy, respectful, supportive, and challenging for students
  - g. Reflects on own actions in order to improve student learning
  - h. Is willing to learn, including accepting suggestions from others
  - i. Is willing to assume leadership roles
  - j. Appreciates the role of families and communities in student learning
  - k. Works collaboratively with other teacher, staff, and administrators
  - l. Projects a professional attitude, appearance, and behavior
  - m. Adapts written and oral communication to appropriate situations including modeling formal standard English in the classroom

## Clinical Practice Program Policies

The following policies have been established to enhance the quality of the clinical practice experience.

The prospective Student Teacher must:

- Be admitted to a licensure area in the Master of Arts in Teaching or Master of Arts in Education Program and must be in good standing with a cumulative grade point average of 3.0 or better with no grades below B-.
- Complete and submit to the Clinical Practices Coordinator a Clinical Practice Application. The application must be submitted prior to the application deadline established for each term in which the student intends to complete his/her clinical practice.
- Submit, as part of the Clinical Practice Application, verification of current BCI and FBI background checks (completed within 1 year of the anticipated start date of clinical practice).
- Successfully complete the appropriate content test(s) prior to beginning a clinical practice, if enrolled in a MAT Program (Initial Licensure).

Clinical practice typically, but not always, is scheduled during the final term of enrollment, and should not be scheduled until a student has completed all other licensure requirements.

The cooperating teacher is responsible for the instruction of the class, the conduct of the class, and the assignment of the grades given to pupils. Clinical practice is a privilege that is granted by the school district and the student teacher must conform to school policies as they apply to regular staff. This includes school arrival and departure times, parking, use of school owned equipment and supplies, and use of the teachers' lounge.

The time required for clinical practice is equivalent to that of a fully employed education professional. Graduate students must be committed to full time study during the term in which they are registered for clinical practice, and must adjust their work schedules accordingly.

Absences are highly discouraged. If a student teacher is ill and must be absent from school, the cooperating teacher and the university supervisor must be notified prior to the start of school. If at all possible, cooperating teachers and university supervisors should be contacted at home. If an absence for illness/family emergency lasts more than one day, a doctor's excuse must be submitted to Carol Corns, Muskingum University's Graduate Clinical Practice Coordinator. There are no "personal days" allowed for student teachers. Please make certain to notify your cooperating teacher, university supervisor, and the clinical practice coordinator if extenuating circumstances occur. Any absences in excess of one day for illness/family emergency must be made up at the discretion of the clinical practice coordinator, university supervisor, and cooperating teacher. **The student teacher is responsible for completing and submitting all lesson plans for any days in which he/she is absent.**

The student teacher will follow the standards of dress, personal appearance, and professional behavior expected of the school staff.

The student teacher is required to be present at school-related functions, which his/her cooperating teacher is expected to attend (i.e. faculty meetings, parent-teacher meetings, concerts and other musical functions, school assemblies, field trips, and professional conferences).

**Clinical Practice consists of two parts: the actual clinical practice/student teaching experience, and the clinical practice seminar class in which students will develop a portfolio.** The clinical practice seminar class meets in the evenings several times in the course of the term. The clinical practice seminar class is required of every student (MAE, MAT, MAP and Post-Bac) completing a clinical practice experience. The clinical practice seminar class is to be completed during the term in which a clinical practice/student teaching experience is being completed. Therefore, when students register for clinical practice, students will register for both the clinical practice seminar class and the clinical practice/student teaching experience.

**Important Information Regarding Cooperating Teacher(s)**

The district in which the student is completing Clinical Practice agrees, where possible, to provide a qualified cooperating teacher to assist in the supervision and evaluation of the student teacher. If a qualified cooperating teacher within the district or building is not available, or if the cooperating teacher is no longer able to provide supervision, the student may be required at the discretion of the program director to change placement locations and/or to repeat some or all of the Clinical Practice experience in another district during the current or a subsequent term.

## Responsibilities of the Student Teacher

Clinical Practice requires a genuine commitment for conscientious and responsible performance in the following areas:

### A. Orientation

A brief orientation period provides opportunities for active observations, and participation in class activities to facilitate the induction into student teaching. At this time the student teacher needs to:

1. Exchange telephone numbers with the cooperating teacher.
2. Learn the names of pupils.
3. Make and use seating charts.
4. Attend to physical comfort of pupils.
5. Learn procedures used in making daily announcements.
6. Learn procedures used in checking attendance and recording grades.
7. Learn procedures used in distributing books and material.
8. Learn procedures used in collecting and returning papers.
9. Note interests and abilities of the pupils.
10. Observe teacher's organization and methods of instruction.
11. Observe the use of questioning strategies.
12. Note methods used to challenge the bright pupil and those who need additional help.
13. Learn procedures used in preparing and administering tests.
14. Determine classroom management procedures.
15. Become acquainted with the media center and instructional resources.
16. Learn fire and tornado drill regulations, and other emergency procedures.
17. Establish working relationships with other faculty and administration.

### B. Lesson Plans

**At the beginning of Clinical Practice, graduate student teachers are required to complete at least one lesson plan per week using the Education Department's Lesson Plan format. Lesson plans submitted to university supervisors (e-mail is the preferred method) should reflect different subjects and/or classes. The completion of such plans will continue until such time as the university supervisor reviews and approves the completed Department Lesson Plans. Once approved, the graduate student teachers will be released from the requirement of the Education Department format, except when being observed by the University Supervisor. They will be then be able to use a format similar to what is permitted in the building/district of placement as long as that format meets the approval of the university supervisor and includes the major categories of lesson planning: Standards & Benchmarks, Methods, Materials, Activities, and Assessment. Students must complete the Education Department lesson plan format for ALL lessons observed by the university supervisor. To be thoroughly prepared for individual lessons and unit plans, written weekly lesson plans are submitted by Friday of the preceding week to the cooperating teacher. All lesson plans, including a copy of the plan for the observed lesson, must be available for the university supervisor. Plans should be consecutively organized in a three-ring binder and kept in the classroom at all times.**

### C. Clinical Practice

Student teachers are responsible for providing effective instruction in addition to other professional tasks including:

1. Assuming an increasing number of teaching responsibilities as part of the process of assuming responsibility for the entire teaching load.
2. Keeping attendance, grades, routine reports, communication to parents, and other duties commonly expected of teachers.
3. Assuming the accountability for pupil behavior when conducting class and performing other supervisory duties.
4. Evaluating, recording, and providing feedback of pupil learning.
5. Using professional ethics and discretion of pupil records or other confidential data derived from conferences, student performance, personnel records, and staff meetings.
6. Participation with the cooperating teacher in assignments concerning homeroom, study hall supervision, playground duty, hall duty, lunchroom duty, buss duty, and extra-class activities.
7. Being informed regarding the policies and procedures as recorded in this handbook.
8. At the conclusion of clinical practice all work will be completed, all assignments returned to pupils, all grading completed, and textbooks and instructional materials returned to the school.

### D. Evaluation

Student teachers are evaluated throughout their clinical practice in a variety of ways. A letter grade is given for each clinical practice placement. Although the final determination of grades for clinical practice is the responsibility of the university supervisor, it will be based upon the collective evaluations of the university supervisor, the cooperating teacher and, when appropriate, the instructor of the Clinical Practices Seminar. Thus it is critical that student teachers maintain regular communication with their cooperating teachers and university supervisors, attend all clinical practices seminars, and demonstrate a wholesome attitude toward constructive criticism.

Attendance and participation in EDUC 547, EDUC 627, or EDUC 549: Clinical Practice Seminar, attendance in the clinical practice placement, completion of the clinical practice portion of the education portfolio (including assignments for Key Program Assessments #6, 7, 8) and other required assignments will be used as evaluative measures in determining the final grade for the clinical practice seminar class.

Self-evaluation opportunities are built into the Clinical Practices Seminar format in which student teachers share evaluative critiques for both negative and positive learning episodes that they have experienced in the classroom.

### E. Placement File

The student teacher has responsibility for obtaining recommendations related to future employment. It is often helpful to have confidential recommendations given by the cooperating teacher and university supervisor on file with the University Career Services. The student teacher should provide each reference with a copy of the Reference Form with the student teacher's name on it; an addressed, stamped envelope; and the deadline by which the form should be returned. The student teacher could also contact Career Services to inquire about possibly being added to the Directory of Teacher Candidates.

## **Responsibilities of the Cooperating Teacher Clinical Supervision**

The cooperating teacher is a qualified, experienced, and resourceful teacher who is selected by the school system's administration in collaboration with the University on the basis of having an established reputation in teaching and expressing the desire to provide assistance and constructive feedback for clinical practice in the following areas:

- A. **Orientation** - to reinforce the orientation to clinical practice given by the school principal, the student teacher finds it helpful to be informed about:
  - 1. The curricular and extracurricular programs.
  - 2. The physical plant, including the library, audio-visual service, guidance office, gymnasium, cafeteria, and teachers' lounge.
  - 3. School procedures applied to attendance, tardiness, discipline violations, fire and tornado drill regulations, preparation of records and reports, audio-visual equipment, bulletin board and classroom display materials, the library, and use of student records.
  - 4. The daily schedule of classes.
  - 5. The background and needs of pupils, the accomplishments expected during the year's work, and the accomplishments expected during the teacher's tenure of service.
  
- B. **Setting** - to provide the setting in which the student teacher assumes the role of teacher with a minimum of difficulty. A good working atmosphere is enhanced for the student teacher when the cooperating teacher:
  - 1. Prepares the pupils for the arrival of a colleague who will serve as a classroom teacher.
  - 2. Gives a constructive welcoming introduction of the student.
  - 3. Models exemplary instructional strategies, classroom management techniques, and interpersonal skills.
  - 4. Helps develop the student teacher's self-confidence and maturity; the Student Teacher needs time to observe the cooperating teacher teaching before transitioning and beginning to teach.
  - 5. Strengthens the student teacher's self-confidence and authority by supporting his/her decisions in problems related to pupils.

To meet the needs of individual student teachers, the time frame for the assumption of teaching responsibilities by the student teacher is left up to the discretion of the cooperating teacher. The normal pattern usually involves brief, active observations, and the ongoing assumption of instructional duties until the student teacher has assumed total teaching responsibilities, typically by the end of the second week of the placement. The goal is to provide maximum time for the student teacher to experience a full teaching load in light of individual capabilities.

- C. **Feedback and Guidance** - to provide helpful feedback and guidance through regular planning sessions regarding these teaching activities:
1. Formulating learning objectives; organizing a unit, weekly overview, and daily lesson plans (no later than Friday of the week before); and developing evaluation instruments.
  2. Formulating teaching strategies and using effective methods and techniques.
  3. Selecting, securing, and using instructional resources.
  4. Resolving subject matter difficulties.
  5. Developing and using a variety of appropriate assessments
  6. Developing and implementing appropriate adaptations, modifications, and accommodations to meet the needs of all learners.
- D. **Evaluation** - The goal of the evaluation process is to provide helpful feedback on performance to serve as a guide for development of effective and appropriate teaching skills.
1. Daily evaluation and cooperative planning sessions (minimum of 15 minutes). A system for continuing notes on matters of concern, helpful tips, and suggestions is recommended as a basis for effective conferencing.
  2. Weekly evaluation forms with comments. Weekly sessions should be held to review form and set goals for improvement.
  3. Mid-term and final evaluation form
  4. Mid-term conference based on above report. Progress and concerns should be noted.
  5. **Final evaluation conference based on above report. Improvement, progress, and strengths and weaknesses should be noted. Following the final evaluation conference, a copy of all evaluation forms are given to the student and university supervisor. The cooperating teacher also keeps a copy. All evaluations and observations are filed as a part of the student's Clinical Practice credentials.**
  6. Completion of a Confidential Recommendation Form to be sent to the University Career Services. (if requested by student teacher)

## **Responsibilities of the University Supervisor**

The university supervisor serves as the professional liaison between the University and the school in which the student teacher is placed. The university supervisor participates in making all decisions that affect the student teacher.

The university supervisor assumes responsibility to:

- A. Provides additional orientation as needed regarding the clinical practice.
- B. Establishes early in the semester a clear understanding with the student teacher of his/her teaching responsibilities. The university supervisor conducts or actively participates in an orientation meeting to clarify student teaching policies and procedures. .
- C. Offer guidance to the student teacher during/after scheduled observations in the following areas: lesson planning, understanding individual pupils, motivation, classroom management, individual differences, keeping records, and constructing tests.
- D. Help the student teacher utilize effective, efficient, motivating, and appropriate strategies of instruction.
- E. Arrange for visitation to the school by reporting to the principal's office prior to the clinical practice observation.
- F. Observe the student teacher teach and provide feedback following the visit. Supervisory visits are made with each teacher on a scheduled basis, as indicated by the schedule included in the file. The university supervisor will provide a written commentary on a Weekly Observation after each classroom observation. Every effort should be made to note accomplishments as well as suggestions.
- G. Be available to the student teacher and also to the cooperating teacher for consultation regarding curriculum problems or any problems during the clinical practice.
- H. Provide a summarizing written evaluation and/or conduct a summarizing conference with the Student Teacher before the completion of the clinical practice.
- I.. Determine grades for the clinical practice, and submit them to Carol Corns, Graduate Clinical Practice Coordinator – Muskingum University. Input from both the cooperating teacher evaluations, and the university supervisor's assessments are taken into consideration when the university supervisor assigns the grade for the Clinical Practice. Ultimately the final grade is assigned by the Clinical Practice Coordinator.
- J. Write a recommendation for the student teacher to the University Placement Service if requested by the student teacher.

## **Responsibilities of the Clinical Practice Coordinator**

(Carol Corns)

The Graduate Clinical Practices Coordinator assumes responsibility to:

Maintain the organizational structure through which graduate students apply for and complete clinical practice.

Select participating schools and cooperating teachers upon consultation with University faculty and school administrators.

Design and implement professional development options for university supervisors and other interested clinical practices personnel to ensure clinical practice standards.

Act as a liaison to provide for effective communication among University faculty, university supervisors, and cooperating teachers who have professional responsibility regarding the clinical practice placement.

Provide for the maintenance of an evaluative record of clinical practice progress for individual student teachers.

Maintain permanent evaluative records of graduate clinical practices.

## **Responsibilities of Central Office and Individual School Administrative Personnel as Applied to the Clinical Practice Program**

### **A. Central Office Administrator**

The participating school system designates one person at the building or administrative level to serve as the contact for communications with the University regarding its clinical practice program.

The central office liaison person is responsible to:

1. Help formulate the district-wide policies that apply to clinical practices
2. As necessary, assist the University's Graduate Clinical Practice Coordinator and building principals in selecting schools and cooperating teachers
3. Serve as a liaison between the school system and the University regarding any problems or concerns emerging from the clinical practices program.

### **B. The School Principal and/or Assistant Principal**

The school principal and assistant principal provide administrative encouragement for clinical practices. The school principal or assistant principal is responsible to:

1. Support the clinical practices program with the school staff and within the community. Leadership demonstrated in this way often serves as an effective teacher-recruiting practice that benefits the school.
2. Recommend well-qualified faculty members to serve as cooperating teachers.
3. Inform the school staff regarding student teacher's placement in advance of their arrival.
4. Conduct a thoughtfully planned orientation session for student teachers, held at an appropriate time during the placement. This offers the opportunity to inform student teachers regarding the school policies that apply to them.
5. To invite student teachers to participate in the on-going activities of the school encountered by regular teachers, ( i.e., faculty meetings, parent-teacher meetings, school assemblies, plays, musical functions, school trips, and sports events).
6. To help student teachers arrange participation within selected school activities outside the regular classroom in accordance with their expressed interests.
7. To demonstrate a professional interest in student teachers throughout the Clinical Practices program.

## Evaluation Procedures for Clinical Practice

The central goal of evaluation as applied to clinical practice is to provide feedback as guidance for growth and to ascertain where the cooperating teacher may provide additional coaching. These guiding principles are applied when evaluating the competencies of student teachers:

- A. Evaluation is focused on growth toward the achievement of clinical experience objectives.
- B. Evaluation is the continuous process of helping the student teacher be informed regarding the quality of his/her performance.
- C. Student teachers should be evaluated by their university supervisor a minimum of two times for a five-week placement, and five times for a 12 week placement.
- D. Cooperating teachers are to fill out a weekly Formative Evaluation form and discuss their contents in conferences with the student teachers.
- E. Cooperating teachers are to fill out weekly evaluation forms, and Key Program Assessment #4 to be given to the university supervisor at the time of the supervisor's last visit/exit conference.
- F. Each university supervisor is to fill out three Formative Evaluation Forms and final evaluations for the student teachers (Key Program Assessment #5 and Key Licensure Assessment #4). The reports are filed in the Office of Graduate and Continuing Studies upon completion of the clinical practice experience.
- G. Cooperating teachers and university supervisors should observe and provide feedback to student teachers in the areas listed below. Student teachers will receive the original evaluation forms. Legible copies of all forms and assessments will be placed by the Clinical Practice Coordinator in graduate students' folders to be filed in the Assessment Office, Montgomery Hall 211.
- H. A letter grade will be given for each clinical practice placement. A grade of at least a "B-" in the placement(s) is required for students to be recommended for licensure.
- I. If practice teaching outcomes (as described on the clinical practices midterm and final evaluation form) have not been satisfactorily attained, the student teacher, cooperating teacher, university supervisor and/or the Department Chair may request that a WIP be assigned for the clinical experience placement. The Clinical Practices Coordinator in cooperation with the Department Chair, university supervisor and cooperating teacher may arrange an extension of time served in the placement to facilitate the development of required entry level of competency in performance objectives as agreed upon in the clinical experience contract. The student teacher would pay the additional cooperating teacher stipend and other fees as determined by the Office of Graduate and Continuing Studies.

(Revised June 2012)

**Master of Arts in Education**  
(Advanced Licensure)

**Master of Arts in Teaching**  
**Muskingum Adult Program**  
(Initial Licensure)

# **Clinical Practice Handbook**

**Muskingum University**

**Graduate and Continuing Studies**

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