



Illinois State University Future Teachers' Early Clinical Experience Project

Colleen D. Herald
Illinois State University
Office of Clinical Experiences
cdheral@ilstu.edu

Rita J. Vaughn Fisher
Illinois State University
Thomas Metcalf Lab School
rjvaugh@ilstu.edu



Illinois State University Future Teachers' Early Clinical Experience

- I want to teach...change lives for the better...I want to teach inner city children, and though it will be hard...I want to do this and show them they have a future, that they can learn, that I want to help them...





Illinois State University Future Teachers' Early Clinical Experience

- **PURPOSE:** The purpose of this project is to provide an early clinical experience for declared education majors OR freshmen interested in learning more about teaching in high-needs schools. An anticipated outcome is that more education graduates will consider applying for positions in high-needs schools.
 - **PARTICIPANTS:** These include mentor teachers (K-12 teachers in Decatur), ISU freshmen, a debriefer, K-12 students, and researchers.
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Clinical Objectives

- ❑ Teacher candidates will identify specific classroom management strategies (i.e. discipline/behavior management techniques, classroom structure).
 - ❑ Teacher candidates will identify the educational range and diverse characteristics of students in high need schools.
 - ❑ Teacher candidates will analyze the roles and responsibilities of classroom teachers.
 - ❑ Teacher candidates will identify specific classroom management strategies (i.e. discipline/behavior management techniques, classroom structure).
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Clinical Objectives (2)

- Teacher candidates will identify the educational range and diverse characteristics of students in high need schools.
 - Teacher candidates will analyze the roles and responsibilities of classroom teachers.
 - Teacher candidates will develop effective collaboration skills.
 - Teacher candidates will evaluate their ability to work with students effectively and their commitment to becoming a teacher of all students.
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Teacher Candidate Expectations

- Teacher candidates are expected to attend an assigned high needs school for eight, two and one half - hour sessions and attend four focus sessions with an ISU faculty member on campus throughout the semester.
 - Teacher candidates are expected to display professional behavior at all times. This includes dressing appropriately, being punctual, attending all observation & debriefing sessions, and observing issues of confidentiality.
 - Teacher candidates are expected to work one-on-one with student(s) and provide educational assistance to the classroom teacher
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Teacher Candidate Expectations (2)

- ❑ Teacher candidates must keep a detailed observation journal recording the classroom environment, reflections on their experiences, and record any questions that emerge from the experience.
 - ❑ Teacher candidate will be expected to submit their detailed journal over the internet each week by noon on Wednesday.
 - ❑ Teacher candidates are expected to be active participants in the focus sessions with ISU faculty.
 - ❑ Teacher candidates must complete an evaluation of the clinical experience.
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Classroom Teacher Expectations

- Classroom teachers should prepare for the arrival of the teacher candidate. This would include reading all materials relevant to this clinical and have appropriate tasks selected for the teacher candidate before arrival.
 - Classroom teachers need to provide an opportunity for the teacher candidate to regularly work one-on-one with a student.
 - Classroom teachers need to provide the teacher candidate with the opportunities to meet the objectives of the clinical.
 - Classroom teachers must meet or arrange an opportunity to discuss classroom observations with the teacher candidate. This may be while students work independently, during recess, via e-mail or telephone conversations.
 - Classroom teachers must complete a brief evaluation of the teacher candidate and of the clinical experience format.
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ISU Faculty Expectations

- ❑ Arrange for four focus sessions with the teacher candidates
 - ❑ Lead discussions during focus sessions.
 - ❑ Be sure the teacher candidates have the opportunity to meet the objectives of the clinical.
 - ❑ Collect all forms and send to the appropriate people.
 - ❑ Evaluate teacher candidates and the clinical experience format.
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Future Teachers' Early Clinical Experience Participant Background Information

- Female ____ Male ____
 - High school:
 - Rural ____ Suburban ____ Urban ____
 - Private ____ Public ____
 - Size of your graduating class _____
 - List types of diversity (very, somewhat, slightly)
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Prior Experience working with children/youth

- Type of Experience
 - Description
 - Length of Time
 - Were any of your family members educators?
 - If yes, relationship to you and position held
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Pre questions for Future Teachers' Early Clinical Experience Project

- Why are you interested in teaching?
 - What does it mean to be an effective teacher?
 - What are the roles or positions that teachers take as they do their jobs?
 - What are the responsibilities of teachers? For what are teachers accountable?
 - What resources (supports) do teachers need? (Please be specific)
 - What challenges do teachers face?
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Pre questions for Future Teachers' Early Clinical Experience Project (2)

- Describe what you think students will be like in your assigned school.
 - What personal characteristics are you bringing to the teaching profession?
 - What does it mean to be committed to teaching?
 - To what extent are you committed to teaching?
 - Would you consider teaching at a high-needs school? Explain your response.
 - Why did you decide to participate in this early clinical experience?
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Future Teachers' Early Clinical Experience

Reflection Focus

DAY 1: CLASSROOM ENVIRONMENT

Today the focus is on the classroom environment (how the room is arranged).

How are the students' desks or seats arranged?

What kinds of work areas are present in the classroom?

Where does the teacher keep his or her materials? (Is there a teacher desk? If so, where is it?)

How has the teacher arranged book and supply shelves?

What do you see on the walls and/or bulletin boards?

What technology is available in the classroom?

What kinds of materials are accessible to the students?

How is diversity of society evident in the classroom environment?

Reflections



Future Teachers' Early Clinical Experience **Reflection Focus**

DAY 2: STUDENTS IN THE CLASSROOM

Today the focus is on the students in the classroom.

How many students are present? Are there any students absent?

What is the male/female ratio?

What similarities do you notice among the students?

What differences do you notice among the students?

What kinds of personalities or behaviors do you observe?

How do the students interact with one another?

What characteristics that support learning do you observe among the students?

Reflections



Future Teachers' Early Clinical Experience **Reflection Focus**

DAY 3: ADULTS IN THE CLASSROOM

Today the focus is on the teacher and other adults in the classroom.

Identify the adults in the classroom, describe what they are doing, and note how long they remain in the classroom.

Observe how much time the teacher spends with the whole class, small groups, and individual students.

What role do support staff personnel play in the classroom?

What diversity do you observe among adults in the building?

Reflections



Future Teachers' Early Clinical Experience

Reflection Focus

DAY 4: INTERACTIONS BETWEEN TEACHER AND STUDENTS

Today the focus is on interactions between the teacher and the students.

What is the format for instruction: lecture, hands-on activities, read-aloud, discussion, students working at the board, centers, or other?

How does the teacher engage students, especially those not actively involved in the lesson?

What interactions between the teacher and students do you observe (verbal and non-verbal)?

Does the teacher interact differently with different students? In what way? If you see differences, what might account for them?

Reflections



Future Teachers' Early Clinical Experience

Reflection Focus

DAY 5: STUDENT TO STUDENT INTERACTIONS

Today, the focus is on interactions between students.

What kinds of peer interactions are taking place (verbal/non-verbal, off-task/on-task, etc.)?

What different languages do students speak within the classroom? What differences do you notice in vocabulary used by students speaking English?

How do the students speak to one another?

What kinds of interactions do you observe within and between subgroups of the class (gender, ethnicity, social cliques, etc.)?



Future Teachers' Early Clinical Experience

Reflection Focus

DAY 6: STUDENTS AS INDIVIDUALS

Today the focus is on the individual and his/her interactions with others.

Choose one (or two) student(s) to observe.

What interactions do you observe between the student and other people, including you?

What did the student do during: whole class discussions, small group, independent work time, or other activities?

Observe some of the following: physical distance between those communicating, eye contact, facial and body language, volume and tone of voice, inflection, number and kinds of questions asked, topics discussed.

Reflection



Future Teachers' Early Clinical Experience

Reflection Focus

DAY 7: A DIFFERENT STUDENT

Today again the focus is on the individual student and his/her interactions with others. Choose one (or two) different student(s) to observe.

What interactions do you observe between the student and other people, including you?

What did the student do during: whole class discussions, small group, independent work time, or other activities?

Observe some of the following: physical distance between those communicating, eye contact, facial and body language, volume and tone of voice, inflection, number and kinds of questions asked, topics discussed.

Reflection



Future Teachers' Early Clinical Experience

Reflection Focus

DAY 8: CULMINATING REFLECTIONS

Today the focus is on pulling together all your experiences over the past weeks.

Before making your observations, review your field notes from the previous seven visitations, and highlight both the focus for each day and those observations you found most interesting.

Up until today, you have been observing in a “high needs” (indicates diverse student population with high poverty rate) classroom for individual aspects of classroom life. Now, step back and take a look at the big picture. Consider how these previous, focused observations collectively inform your knowledge of teaching and learning.

Reflections