

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.

All College of Education Initial/Preservice candidates in the Early/Middle Childhood (EMC) and Middle/Secondary (M/S) Education programs start with a foundation in COE CORES I and II.

Part of COE CORE I, or first year experience, in the initial undergraduate program of is ED 112: Introduction to the Profession of Teaching. This class was designed by a group of faculty representing all undergraduate programs who took the four developmental ages and appropriate standards of IPSB, looked at their commonalities and developed a curriculum to introduce candidates to these standards and to their chosen profession. The course has four school visits with student observations built into the syllabus. Candidates visit an Early Childhood classroom (Kindergarten, 1st and 2nd grades) and do an intense observation of the students and then a reflection on that observation. They do the same in a Middle Childhood classroom (grades 3, 4, 5), an Early Adolescent classroom (grades 6, 7, 8) and an Adolescent/Young Adult (high school) classroom. Each observation and follow up discussion on site with the course instructor lasts for 1 and ½ hours. Thus students in their first education class spend six hours in schools.

A course requirement for ED 242: Educating Children with Special Needs asks our candidates to spend a minimum of 15 hours in a school or therapeutic setting with professionals serving children with special needs. The purpose for these field experiences is two fold. It is meant to give candidates initial first-hand experiences concerning the nature and characteristics of exceptional children and how they grow and learn through applying theory and practice. Additionally, it will provide insight, which will be valuable to candidates in family communication as well as communicating and working with teachers and other care-providers for exceptional children. It is hoped that what is written in the text and discussed in class will “come alive” during this time. Candidates are to be careful observers of children, their teachers, and their support staff. This will demonstrate for candidates both challenges and joyful successes.

This experience provides an early opportunity to discover those parameters of disposition requiring commitment to teach all children in all classrooms. Therefore, it is important for all Butler pre-service candidates at this stage in their professional development to understand that special education teachers are not the only teachers responsible for the education of exceptional children. We expect Butler candidates to be ready for all children with both their heads and their hearts.

Candidates are to spend a minimum of 15 hours in the field with a child(ren) of exceptionality. At least 12 of those hours should be engaged in supervised hands-on

experiences with special needs students (some in observation, but mostly spent hands-on, one-to-one and small group instruction/interaction) appropriate to the needs of students and their IEPs. Candidates should spend about two hours of their time talking with a primary teacher/service provider, preferably in segments of time spaced throughout their experience. The majority of time should be spent interacting and helping children with disabilities while under the direct supervision of a professional. The candidates are encouraged to ask teachers questions about practice.

Each candidate's grade will be based on fulfilling the required hours as well as a one-page report. Each candidate has been provided a time sheet that lists dates, hours, and activities completed during field experience time. The time on this sheet must total a minimum of 15 hours. It also must be signed by the care provider/teacher in charge. This is done to verify candidates have done their hours and the accuracy of their activities (Exhibit).

The paper will provide an opening paragraph thumb-nail sketch of the child(ren) and an overview of the types of observations and activities the candidate did during the field experience. Candidates are not to use real names to protect the privacy of everyone (i.e., children, families, and care providers/teachers) and adhere to the standards of privacy provided by law through the Buckley Amendment. The bulk of the paper should elaborate about what Butler candidates have learned in this authentic experience concerning children who are exceptional and those who work with them. How has this experience shaped Butler candidates' opinions about children who are exceptional and those who care for and teach them?

EMC candidates begin their studies specifically related to Early and Middle Childhood with ED 206: Introduction to Early and Middle Childhood Education. This class includes a field component of 14 hours (one hour per week for fourteen weeks). Field experiences in the EMC program increase in Blocks A and B to about 42 hours (3 hours per week for fourteen weeks). During each semester's enrollment in Blocks A and B candidates observe, shadow, assist their classroom mentor – working with individuals and small groups of children. Clinical Practices for EMC candidates culminate in the year-long student teaching on-site experience. Placements are chosen with attention to possible multiple age / developmental levels and diversity of field site experiences that include large urban and suburban settings.

Middle/Secondary candidates wishing to be licensed to teach Early Adolescents start with 42 hours (3 hours per week for fourteen weeks) which consists of course work taught on site and field experience on site during their sophomore year in a partnership middle school site and with a chosen mentor within the candidate's content area. If the candidate has chosen to be licensed in both Early Adolescent and Adolescent/Young Adult, he/she will continue for two additional semesters in two additional middle schools, each time spending 42 hours (three hours per week for 14 weeks) which consists of course work taught on site and field experience on site during their sophomore year in a partnership middle school site and with a chosen mentor within the candidate's content area. Those candidates who seek Early Adolescent Generalist licensing only will continue on to a

fourth semester in another middle school, spending three to six hours per week at that middle school site. The EA/AYA candidates will also spend 84 hours (6 hours per week for 14 weeks) in a high school setting and with a chosen mentor in the first semester of their fourth year preparing for student teaching. Those seeking Adolescent/Young Adult licensure only will spend 42 hours (three hours weekly for 14 weeks) in high school sites with chosen mentors during their third year and 84 hours (six hours per week for 14 weeks) in the first semester of their fourth year. Clinical practices for all Middle / Secondary candidates culminate in student teaching for one semester in two eight-week phases. Placements are chosen with attention to possible multiple content areas and diversity of field site experiences that include large urban and suburban settings.

Advanced studies at Butler University serve part-time candidates, most of whom are employed in area school districts. There are three main programs in Advanced studies: Educational Administration (EPPSP/TEP) and School Counseling which lead to licensure, and the Master's in Effective Teaching and Leadership which is a professional development degree. The first two programs organize candidates into cohort groups of about 25 in order to provide course work and field experiences. The third program, the METL, allows candidates to set their course schedule within a seven-year window and accommodates those who may not be able to take all the required classes in consecutive semesters. Because candidates are part-time at Butler while working full-time in schools, much of the field work for specific courses in the EPPSP program takes place at the candidate's own school or district.

Our core values are part of our planning, implementation, and evaluation of all COE field experiences and clinical practices. They can be seen in the field experiences themselves, in the reflective papers written, in the discussions and exercises within the classroom based on experiences with children, and in the portfolio and student teaching rubrics.

- **The Appreciation of Diversity and Similarity**
- **The Excitement of Teaching, Learning, and Mentoring**
- **The Challenge of Integrated Practice and Collaboration**
- **The Strength of Integrity and Responsibility**

Collaboration between Unit and School Partners

Field placements involve multiple relationships in diverse settings which allow for varied experiences as candidates progress through the Initial program. All of these settings include opportunities to work with special needs students and other diverse students. These experiences are based on the stage of professional development of the candidate with early site experiences starting as classroom observations and progressing to full classroom responsibility.

Experiences are designed in conjunction with school partners and faculty in the P-12 schools. Candidates are provided with opportunities to observe master teachers and also

to design and implement instruction for P-12 students. The lessons are formed to meet the Indiana Professional Standards Board's (IPSB) content and developmental standards for the students under the supervision, mentorship, and guidance of the P-12 teachers and university faculty.

Across the Advanced level programs, the sites for field experiences and clinical practices are selected with the help of the candidate or through prior professional association or contact with Butler faculty. Clinical mentors are selected in partnership with the school principal and the candidate. In the case of School Counseling, the mentors must have a master's degree, two years of school counseling experience, and the appropriate license. The preparation and support these mentors receive include one-on-one work with the Butler faculty, conferencing via e-mail or telephone, written documentation and support, and, in the case of School Counseling, the opportunity to participate in seminars and orientations meetings.

School partners support the site-based nature of the unit by providing continuing learning opportunities to the candidates. The candidates learn by teaching alongside accomplished school professionals. The college faculty has a dynamic environment in which to teach about teaching. The P-12 practitioners have opportunities for consultation and collaboration with the college faculty, and they gain by mentoring the next generation of professional educators. The P-12 students get small group and individualized attention from the candidates in an atmosphere of nurturance of learning. The P-12 students are the focus of learning opportunities that are crafted under three levels of professional guidance, the candidates, the master teachers, and the college faculty. All three groups share in the responsibility for student progress as active participants in the improvement of teaching and learning.

For Advanced level programs, school partners are involved in determining placements through direct contact by the candidate who chooses the mentor. If a candidate is not working in a school system, he meets with the College faculty to discuss placement needs and possibilities working from a master list of sites. The candidate contacts the site personnel and reports back to the faculty who finalizes the placement with the site supervisor usually by phone or through a site visit if it is a new site.

Collaborations between the Unit and the School Partners are the result of both formal and informal partnerships. These long term relationships within the community provide a depth of commitment between Butler and the community partners where both partners respect and value the growth possibilities inherent in the collaboration. One way to view the value to the P-12 students is shown through the longevity of these relationships, some of which have been operational for more than a decade.

School Partnerships noted in Table 13 are designated with the following affiliations:

Affiliation A: Observation. These settings are used for focused observations attached to a specific course such as ED 112 in the initial program and ED 575 in the advanced program. The number of observations and their length is determined by the course instructor.

Affiliation B: Site-based field experiences. These sites are also tied to a specific course for a field component but involve a regular observation/practicum time each week for the course of the semester. Specific observations and assignments are outlined as course requirements in the course syllabi.

Affiliation C: On-site PDS. This affiliation most closely resembles a PDS model. The relationship includes: coursework being offered on-site; university faculty and school faculty co-teaching courses; in-depth practicum experiences as well as student teaching placements; university and school faculty engaged in joint professional development experiences such as study groups, presentations sat national conferences, grant writing, etc.

Affiliation with Organizations. The school counseling program and the physical education program also work closely with professional organizations and programs. University students receive specialized training only offered through these organizations.

TABLE 13. College of Education Partnerships

	Observation Affiliation A	Site-based Field Experience Affiliation B	On-Site PDS Affiliation C	Organ- izations
Educational Administration	Shadowing	Specific proficiencies and goals to be completed in field experience		
School Counseling	Ed 575-Human Growth and Development selected sites	ED 712 Practicum ED 722 Internships selected sites	N/A	Brooke's Place
Physical Education	PE 127 - NIFS	IPS #91, #56, #82 (PE 237)	PE 331 PE 325	PE 297, PE 331, PE 397, PE 497, and PE 499 can be at NIFS, JCC, Healthplex and St. Vincent Sports Development Center
Middle/ Secondary	ED 112: Lawrence North HS Pike HS Lincoln MS New Augusta North Guion Creek MS Ben Davis HS	Guion Creek MS (ED 429) Westlane MS (ED 429) Shortridge MS(ED 228, ED 429) Harshman MS (ED 228) Washington MS (ED 228)	New Augusta North (ED 227) Westlane MS (ED 227) Raymond Park MS (ED 327) Northview MS (ED 328, 428) Fall Creek Valley MS (ED 328, ED 428) Warren Central HS (ED 433) North Central HS (ED 433) Pike HS (ED 433)	
Early and Middle Childhood	ED 112: Crooked Creek Elem Guion Creek Elem IPS #70 Lawrence Centralized Kindergarten South	Howe MS (ED 242) ED 206: Indian Creek College Park IPS #84 and #91	Lawrence Centralized Kindergarten North and South Mary Castle Elementary Winding Ridge Elementary Fox Hill Elementary John Strange Elementary	

Design, Implementation and Evaluation of Field Experiences and Clinical Practices

Charts 3.1, 3.2, and 3.3 (Exhibits) show the depth and breadth of the field experiences and clinical practices for the Initial Education Programs. Through these experiences and clinical practices candidates are able to apply, reflect on their content professional and pedagogical knowledge, skills and dispositions in diverse settings and with a wide variety of children and school personnel. The goal is for the candidate to identify the developmental stage, needs, and interests of children as deemed through developmentally appropriate practices.

Field experiences and clinical practices move along a continuum in terms of time and experiences. While enrolled in ED 437, 440, and/or 442 Butler University Early/Middle Childhood candidates complete two full semesters of student teaching. Each semester is a different placement both in terms of developmental levels of the students and the school site. While enrolled in ED 423, 425, and/or 426 Middle/Secondary candidates complete two 8-week placements representing different demographics including diverse ethnic, racial, gender, and socio-economic backgrounds. Since these schools are based on the inclusion model, all candidates have opportunities to work with students with exceptionalities.

Chart 3.1 (Exhibit) also shows the depth and breadth of the field experiences and clinical practices for Advanced programs. At the Advanced level, because the vast majority of our candidates work full-time in schools, their field experiences usually occur in those settings.

EPPSP candidate's field experiences are on site at the schools at which they are employed and participate in the field by completing proficiencies/experiences. Currently, each candidate completes 60 proficiencies (experiences) in their respective buildings during the two-year process. Portfolio assessments are made at the end of each semester to share experiences, reflection, and evidence of each proficiency/experience.

In the School Counseling Program, candidates take two courses that involve extensive work in schools (15 hours per week for 15 weeks): Practicum in Counseling and Internship in Counseling. These sites are selected from a list of approved site by the candidate with the support of the professor and the school personnel.

In the METL program and in the TEP tract of Educational Administration, action research within each strand occurs within the area of specialization and in the final master's project. Most of this work with children occurs in the candidates' own schools with the participation of the building administration and other building-based people as part of each candidate's committee. For example, in the technology strand, two of the courses have a significant amount of field/clinical experience, but they are delivered through school visits. ED 447: Computer Mediated Instruction has a minimum of 3 school visits in which the candidates see various aspects of technology in schools and

they have assignments that require them to use that information to synthesize their personal approach to the implementation of technology across a school building. In the assistive technology course the candidates visit at least 5 different clinical sites to gain greater first hand knowledge of the use of various technologies with students with various challenges/disabilities. The culminating assignment for that class requires candidates to work in groups to design the technology portion of the intervention plan for a real child. All the other courses have assignments that are directly related to the classroom, and many of them require the teacher to implement the plan/technique/idea in his or her classroom. The final project (ED 700: Thesis Research) is always something that is drawn from the candidate's own school and/or classroom. As a second example of work with children in an area of METL specialization, candidates in the reading strand enrolled in ED 408: Problems in Teaching Reading or ED508: Remedial and Corrective Reading tutor children in grades P-10 who come to campus once a week for this tutoring. Each candidate is required to communicate with the child's parent and, if the child was recommended by school personnel, with the child's teacher. There are other classroom-based assignments for candidates in the other classes that form part of the reading specialization, and the ED 700 project is based on action research in the candidate's classroom or school.

The Initial education programs are based on the IPSB developmental standards and content standards appropriate to their teaching licensure (Exhibit). At the continuing level, National Board standards or IPSB subject-specific standards are referenced to the METL strands.

All Advanced level program areas are based on the standards unique to that professional area: ISSLC Standards for Educational Administration, and CACREP Standards for School Counseling.

Candidates demonstrate their knowledge, skills, and dispositions in numerous ways. (Exhibit: Charts 3.1 and 3.4) Among other assessments, the unit uses the Praxis I and II tests, class assignments and presentations of case studies or portfolios. Professors and candidates also use data from evaluative rubrics including a college – wide disposition form and information from their observations to evaluate a candidate's knowledge, skills, and dispositions in relation to the standards for that program area. Videotape reviews and on-going case discussions, site visits, and individual supervision are integral parts of the School Counseling program. The candidate in that program also receives weekly supervision by the P-12 supervisor. In the METL program, candidates are expected to plan, complete, and present action research based on their work with students. This presentation is usually evaluated by the lead professor for the strand within METL in collaboration with the committee member or members chosen by the candidate. In the School Counseling program, all candidates are required to pass The Counselor Preparation Comprehensive Exam and are encouraged to take the National Counselor Exam. In the Educational Administration programs, candidates must pass the SLLA test for their administrative license.

Clinical faculty nurture and mentor Initial candidates during Field Experiences and Clinical Practices and are accomplished professionals. University Supervisors work with the clinical faculty in understanding one-to-one relationships and appropriate use of the assessment instruments. These master practitioners are jointly selected by the COE and the partnering schools. Chart 3.1 (Exhibit) shows the way these faculty are selected. Further, they are prepared for their roles in a systematic and on-going manner. In relation to specifically serving as Cooperating Teachers for Initial candidates during their clinical practices (student teaching), the COE Student Teaching Handbook outlines the qualifications for the Clinical Faculty as follows. “Cooperating Teacher” shall mean a teacher in the School Corporation to whom the student teacher is assigned for the student teaching experience. Teachers are eligible to serve as cooperating teachers if they hold a valid Indiana teaching license and have had at least three years successful teaching experience.

In the METL and Educational Administration programs, specific schools are not used prior to the enrollment of the candidate. With the candidate, “clinical faculty” are selected with the help of the building administrator. They are contacted directly by the Butler professor and given written guidelines regarding the field experience or clinical experience.

In the School Counseling program, all clinical mentors must have a master’s degree, two-years of school counseling experience, and the appropriate license. Supervisory experience is preferred. Those clinical mentors participate in seminars, one-on-one work with the Butler faculty, and confer with the Butler faculty by e-mail or telephone.

Candidate’s Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates’ performance and effect on student learning. Candidates, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experience and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

Initial candidates demonstrate mastery of content areas and pedagogical and professional knowledge at the transition points outlined in the COE Unit Assessment system (Exhibit). Acceptance into the Clinical Practice component of the Initial programs is further described in the Student Teaching Handbook (Exhibit). Chart 3.4 shows further data related to the ways candidates’ knowledge, skills and dispositions are assessed in light of

the professional, state, and institutional standards and in relation to their helping all students learn. (Exhibit: Chart 3.4.) Additional evidence documenting the ways candidates help all students learn throughout the Field Experience and Clinical Practice components of the Initial programs is available in the exhibits.

Candidates in all programs are assessed by both the Butler faculty and by the designated clinical faculty throughout their field experience. All classes with a practicum incorporate written reflections by the candidates and responses by the professor as well as individual and group discussions about the experience. Evaluative rubrics based on the standards help frame the reflections.

Because of our location in an urban/suburban area and because of our firm commitment to working with diverse populations, all candidates in our Advanced programs have worked with children from racially and culturally diverse populations. Issues related to helping all children succeed, regardless of background, are highlighted in each Advanced program.

Those who are working for a license in educational administration must complete the 60 proficiencies (experiences) in their building for the EPPSP program. If the candidate is in the TEP program, he must complete 60-90 hours of internship. In School Counseling, candidates must successfully complete the Practicum in Counseling and the Internship in Counseling.

Licensed teachers who are working on the Master's in Effective Teaching have field experiences and action research tailored to their choice of strand: elementary, middle grades, secondary, reading, technology, or special education. Starting in the summer of 2005 a new strand will be offered, Early Childhood. These strands generally include experiences on-campus (e.g., tutoring in the area of reading under the supervision of the instructor) as well as in the candidates' own classrooms and buildings. All strands culminate in some type of action-based research project that is presented by the candidate.