**Eastern Connecticut State University**

**Graduate Initial Certification Candidates Clinical Experiences**

**(Prior to Student Teaching)**

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| **Early Childhood Education** | | | |
| **Course Number** | **Grade Level** | **Hours in the Classroom** | **Requirements** |
| ECE 514:  Clinical Experience I | Preschool or Kindergarten | 45  (Over at least 8 weeks) | * Observe and take field notes on the cooperating teachers’ scaffolding behaviors * Conduct formal assessment of “good-fit” teacher-child interactions of the cooperating teacher. * Engage in one-on-one interactions with children during center time, practicing OREO, a Vygotskian scaffolding method. * Teach three lessons—each in a different discipline—using and reflecting on one’s own scaffolding behaviors. |
| ECE 516:  Clinical Experience I | First, Second, or Third Grade | 45  (Over at least 8 weeks) | * Guided observations of cooperating teacher * Observations of cooperating teacher’s strategies to support dual language learners * Engage in one-on-one interactions or small group teaching, implementing strategies to support dual language learning * Teach two lessons that focus on social justice and ecological consciousness and integrate children’s literature and dual language teaching strategies. |
| ECE 425: Practicum in Early Childhood Special Education | Preschool or Kindergarten (with children with special needs) | 135  (Two full days per week) | * Complete a standardized assessment on the child with special needs * Attend a meeting to apply assessment data: PPT, SRBI, RTI, or data team. * Teach two lessons that address goals on at least one child’s IEP * Interview a special education professional * Scaffold children’s play and learning (with one free play evaluation by the supervisor) |
| **Elementary Education** | | | |
| EDU 501: Clinical Experience I  (Elementary Placement) | First to Third Grade | 45  (Over at least 8 weeks) | * Guided observations of classroom environment and learners * Observe and reflect on cooperating teacher lessons * Interact with students, practicing classroom management strategies * Plan and implement lessons to meet diverse needs |
| EDU 502: Clinical Experience II  (Elementary Placement) | Fourth to Sixth Grade | 45  (Over at least 8 weeks) | * Plan and implement an SRBI intervention for an individual or small group of students * Interact with students, practicing developmentally appropriate classroom management strategies * Complete assessments of learning in content areas as guided by the cooperating teacher. * Plan and implement lessons to meet diverse needs |
| EDU 523: Pre-Student Teaching: Elementary Schools | First to Sixth Grade | 135  (Two full days per week) | * Participate in all indoor and outdoor activities with students * Practice scaffolding children’s learning. * Observe and assess student learning * Plan and teach two full lessons—one in a different content area. |
| **Secondary Education** | | | |
| EDU 501: Clinical Experience I  (Secondary Placement) | Seventh and Eighth Grade | 45  (Over at least 8 weeks) | * Guided observations of classroom environment and learners * Observe and reflect on cooperating teacher lessons * Interact with students, practicing classroom management strategies * Plan and implement lessons to meet diverse needs |
| EDU 502: Clinical Experience II  (Secondary Placement) | Ninth to Twelfth Grade | 45  (Over at least 8 weeks) | * Plan and implement an SRBI intervention for an individual or small group of students * Interact with students, practicing developmentally appropriate classroom management strategies * Complete assessments of learning in content areas as guided by the cooperating teacher. * Plan and implement lessons to meet diverse needs |
| EDU 521: Pre-Student Teaching: Secondary Schools | Seventh to Twelfth Grade | 135  (Two full days per week) | * Participate in all indoor and outdoor activities with students * Practice scaffolding children’s learning. * Observe and assess student learning * Plan and teach two full lessons—one in a different content area. |