**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.
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| 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.
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| 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)
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| **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
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| 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
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| 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.
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| **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
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| 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
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| 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.
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