

Standard 3 – Field Experience 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.

Element 1: Collaboration Between Unit and School Partners

The Marietta College Education Department views its field and clinical (student teaching) program as an integral aspect of the preparation of candidates. Relationships with area schools are cultivated for the purpose of providing the best possible field and clinical sites for candidates. Faculty spend time working with teachers and candidates in the schools to ensure that experiences are beneficial for all involved. Marietta College field and clinical experiences are designed, implemented, and evaluated in close collaboration with P-12 partners. Area administrators and teachers who serve on the Marietta College Education Department Advisory Committee provide input into the design of field and clinical activities and criteria for evaluating candidate performance. Feedback from cooperating teachers who work with candidates in both field experience and student teaching is reviewed as part of the unit's annual assessment system and is used to revise field and clinical practices and expectations for candidates.

The Marietta College Director of Field and Clinical Experiences works with school principals to arrange for the placement of field experience candidates and student teachers. Criteria for the selection of teachers for field and clinical experiences, as outlined in the [Marietta College Field and Clinical Experience Handbook](#), is shared with principals and teachers. The Education Department maintains a file with information on qualifications of all cooperating teachers. This file will be available in the evidence room during the onsite visit.

The Field and Clinical Experience Director's job is to guarantee that field experience candidates are scheduled to work in classrooms at times that are beneficial to the candidates, the classroom teachers, and students and to allow candidates to gain experiences working with diverse students in a variety of settings as they progress through the teacher education program. The Director works with the principal in identifying teachers who are asked to work with field experience candidates.

For the placement of student teachers, the Field Experience coordinator works with the building principal to select cooperating teachers who meet the following criteria.

- Valid teaching license in the area to be supervised
- Minimum of three years teaching experience in the area to be supervised
- Ability to demonstrate a familiarity with Praxis III domains of effective teaching, which is used as a basis for student teacher evaluation
- Willingness to attend on-campus orientation meetings
- Willingness to allow the student teacher to try methods, materials, and classroom management techniques that might differ from those currently used in the classroom
- Willingness to encourage the student teacher's reflection on classroom experiences and to provide constructive feedback
- Willingness to share information with the college supervisor
- Willingness to provide Marietta College with feedback about the teacher education program including suggestions for program improvement

For both field and clinical experience, the cooperating teacher completes a candidate evaluation form. The field experience evaluation form is used by the college course instructor as the primary input for the candidate's grade for the experience. The student teacher evaluation is completed by both the cooperating teacher and the college supervisor who share observations with one another throughout the semester.

Marietta College is involved in various partnerships designed to provide quality experiences for candidates. Some examples of these partnerships are:

1. Collaboration with Marietta Middle School enables Middle Childhood candidates to work with interdisciplinary teams during the field experience component of Educ 430, *Middle School Concepts*, and during student teaching. This partnership has also provided opportunities for AYA and Middle Childhood candidates to tutor seventh and eighth grade students in content area subjects in conjunction with Educ 360, *Reading in the Content Area*.
2. A partnership with Harmar Elementary School provides a site for early and middle childhood candidates to assess and tutor students, under the direction of classroom teachers, to fulfill the field experience component of Educ 361, *Diagnosis and Correction of Reading Difficulties*.
3. Collaboration with Marietta City and Washington County school prevention specialists and classroom teachers provides referral of students for the Marietta College Summer Reading Clinic program, a reading practicum experience for early childhood candidates and candidates seeking a reading endorsement.
4. A partnership with Cutler Elementary School, a school serving predominantly low socioeconomic, Appalachian families, has allowed early childhood students enrolled in Educ 362, *Instructional Strategies in Early Literacy*, to become familiar with the school, its children and families as they develop home literacy "bookpacks" for the school.
5. A partnership with Ewing School's initiative to create a preschool to address autistic children will provide field experience opportunities for early childhood candidates in the fall of 2004.

Element 2: Design, Implementation, and Evaluation of Field and Clinical Experience

Public and private P-12 schools in Washington County, Ohio and Wood County, West Virginia are the primary sites for field and clinical experiences. Schools in this area are reflective of the population of southeast Ohio, which is predominantly white, low to middle class. Many students and their families are strongly rooted in Appalachian culture. Washington County is one of 29 southern Ohio counties located in the Appalachian region. School districts in this region tend to be geographically larger but have smaller enrollments than the other areas of Ohio. The median income for taxpayers is \$5000 less than the state average and the per pupil real estate valuation is \$30,000 below the Ohio average. With respect to the number of children living below the poverty line, Washington County ranks 34th out of 88 Ohio counties. Through a variety of field and clinical experiences in the surrounding school districts, candidates have the opportunity to learn about many issues that are specific to small town and rural schools whose students live in poverty and who may come to school with little preparation to learn.

2.1 Field Experience - The Marietta College field experience program is developmental in nature. Candidates have the opportunity to participate in the first field experience during the freshman year. At this point, candidates complete a 30-hour experience in either an early childhood (Educ 111), middle childhood (Educ 131), or secondary (Educ 151) classroom. Candidates are expected to become familiar with the roles and responsibilities of the teacher through observation and participation in classroom tasks and other teaching and extracurricular activities. This experience serves as a way for the candidate to demonstrate emerging professional knowledge, skills, and dispositions.

A second field experience, completed prior to Admission to Professional Licensure, is required in conjunction with Educ 253, *Diverse Learners*. This 30-hour experience consists of placement in a setting with students who have been identified with exceptionalities. Sites for this experience include special education classrooms, inclusion classrooms, and county special education facilities. A highly beneficial placement for early childhood students has been the Ewing School (Washington County) integrated preschool program that combines special needs and typically developing preschool children. These experiences help to prepare candidates for teaching in inclusionary settings.

At the 300 and 400 levels, candidates participate in multiple field experiences designed to allow them to apply knowledge and pedagogy learned in methods courses. These experiences range from 10 to 60 hours and include specific expectations for candidate performance. The final field experience occurs in conjunction with Educ 452, *Culture and Gender Issues*. The Educ 452 instructor arranges an off-campus, week-long experience in a school where students and faculty are culturally different from students and teachers in schools in the Marietta area. Candidates travel to the assigned area as a group with the course instructor. Locations for this experience have included Tuscaloosa, Alabama; Baltimore, Maryland; and Cincinnati, Dayton, and Columbus, Ohio.

A complete description of activities for each field experience is found in the [Marietta College Field and Clinical Experience Handbook](#). All field experiences are evaluated using a common rubric. This rubric is completed by the cooperating teacher and is shared with the college course

instructor. Final evaluations are placed in the candidate’s file in the Education Department Office. During the experience, the course instructor monitors the candidate’s performance by visiting the field site and communicating via email with the cooperating teacher. Table 41 provides an overview of field experiences.

Table 41: Field Experience Program

Experience	Associated Course	Level	Program	Hours
Educ 111/131/151- Initial Field Expearence	Educ 110 Principles of Education	Freshman	Early Childhood Middle Childhood AYA	30
Educ 211/231/251	Educ 253 Diverse Learners	Sophomore	Early Childhood Middle Childhood AYA	30
*Educ 306	E.C.E. Methods and Materials	Junior	Early Childhood	30
*Educ 311/331	Educ 321 Foundations of Reading	Sophomore/ Junior	Early Childhood Middle Childhood	20
*Educ 360	Content Area Reading	Junior	Middle/ AYA	20
*Educ 411	Educ 417 Lang. Arts/Social Studies	Junior	Early Childhood	30
*Educ 418	Math/Science	Senior	Early Childhood	10
*Educ 421	Early Childhood Practicum	Senior	Early Childhood	30
*Educ 431	Educ 430 Middle School Concepts	Junior	Middle Childhood	20
*Educ 451	Educ 423 General Methods	Senior	AYA	20
*Educ 453/454/ 455/ 456	Special Methods – Content Areas	Senior	AYA, Middle Childhood	20
*Educ 452	Culture and Gender Issues	Senior	ECE/MCE/AYA	30
* Educ 410	Reading Clinic Practicum	Junior/Senior	Early Childhood/ Reading Endorsement	60+

* Denotes experiences that require admission to professional licensure as a prerequisite

2.2 Student Teaching – All candidates complete a 14-week, full-time student teaching experience in their licensure area(s). Early childhood student teachers are placed in a K-3 classroom, middle childhood student teachers are place in a 4-9 classroom in each of the two areas of concentration, and AYA student teachers are typically placed in their content areas in grades 9-12. Each student teacher is assigned a college supervisor, who has contemporary

experience with students at the licensure level and is a full or part time faculty member. The college supervisor is required to observe the student teacher at least once a week. After each observation, an observation form is completed to provide feedback. One copy of the observation form is given to the student teacher and a second copy is placed in the candidate's file in the Education Department Office. Candidates are required to submit lesson plans to the college supervisor via email at the beginning of each week. College supervisors arrange to conference individually with the student teacher and cooperating teacher on a regular basis and three-way conferences are held at midterm and at the conclusion of the semester. Conferences are held more frequently if important issues need to be addressed. During the midterm conference, the college supervisor and the cooperating teacher complete the student teacher evaluation rubric and discuss with the student teacher areas of strength and areas for improvement. At the conclusion of the semester, a final evaluation rubric is completed by the cooperating teacher and the college supervisor. These evaluation forms are placed in the candidate's file. Results for all student teacher evaluations are aggregated yearly to assess programs.

2.3 Technology Use – The unit is committed to enabling all candidates to use technology in their field and clinical placements. Field experience candidates are evaluated on their ability to use technology to enhance student learning. Many courses with associated field experiences include assignments for candidates to conduct lessons or use learning centers that incorporate technology. During Educ 410, candidates work with students on campus in a summer or fall reading clinic. Candidates are required to make use of Education Department technology resources during this experience. Because many districts and individual school buildings in the area have minimal technology resources, student teachers are permitted to check out laptops, digital video displays, and digital cameras for use at the student teaching site. Use of technology as a teaching and learning tool is a focus of observations by the college supervisor and evidence is required to be included in the capstone portfolio.

Element 3: Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

The initial field experience is completed during the candidate's second or third semester at Marietta College. Before they are permitted to enroll in this experience, candidates must earn a grade of C or higher in Education 110, *Principles of Education*. This course introduces candidates to principles of effective teaching, responsibilities and ethics in the teaching profession, and issues present in contemporary school classrooms. Acceptable performance in Educ 110 helps to ensure the Education Department and cooperating P-12 schools that the candidate has the dedication necessary to fulfill field experience responsibilities. Candidates must receive a grade of B or better in the initial field experience in order to enroll in Educ 253, *Diverse Learners*, and its associated 30 hour field experience. Field experience evaluations indicate whether or not the candidate has an acceptable level of knowledge, skills, and dispositions. When performance is unacceptable, candidates must repeat initial field experiences and receive acceptable field experience evaluations in order to be accepted into the Professional Licensure Program.

Upon Admission into the Professional Licensure Program, candidates are permitted to enroll in 300 and 400 level coursework with associated field experiences. At this level, candidates

complete course assignments with students in their field placement classrooms. Candidates are evaluated by the cooperating teacher using the field experience evaluation and are observed by the course instructor. All 300 and 400 level field experiences must be completed at the acceptable level. Before moving ahead in the program, candidates are required to extend their time in the field experience placement or repeat the field experience if performance was unacceptable.

Candidates are accepted into Student Teaching by meeting all of criteria stated in the Marietta College Teacher Education Handbook. These criteria include satisfactory performance in all course and field work. During the student teaching experience, the candidate is observed weekly by the college supervisor, who provides formative feedback. At the midpoint of the experience, a midterm student teacher evaluation is completed by both the cooperating teacher and the college supervisor. A meeting is held with the student teacher to share midterm evaluation results, discuss areas needing improvement, and provide guidance in addressing these areas. The student teacher evaluation is used at the conclusion of the semester as a summative measure of the knowledge, skills, and dispositions exhibited by the student teacher. The evaluation consists of a rubric that was designed collaboratively by education department faculty and other stakeholders to reflect the candidate outcomes expressed in the conceptual framework.

Throughout the field and clinical experience program, emphasis is place on exposing candidates to a variety of students. Candidates are expected in both field and clinical experiences to become familiar with their students’ backgrounds, to identify the individual learning needs of students and to make accommodations when necessary. Candidates are assessed on their abilities to meet the needs of all students and must produce portfolio artifacts that evidence this. Because of its geographical location, Marietta College is limited in its access to schools with racially and ethnically diverse students and teachers. Candidates are able to experience a substantial degree of socioeconomic diversity that exists among area schools and even within classrooms. Table 42 summarizes socioeconomic data for schools used as field and clinical sites. Candidates also have first-hand experiences with students and families who exhibit many cultural characteristics of their Appalachian heritage.

Table 42: Socioeconomic Data for Major Field and Clinical Sites

School	Grade Levels	Enrollment	% Students on Free Lunch
Belpre High School	9-12	440	8%
Fort Frye High School	7-12	561	22%
Frontier High School	9-12	314	37%
Marietta High School	9-12	1100	8%
Parkersburg High School	10-12	1382	23%
Warren High School	9-12	836	11%
Williamstown High School	7-12	630	22%
Marietta Middle School	6-8	809	22%
Belpre Middle School	4-8	550	29%
Barlow-Vincent Elementary	PK-8	667	21%
Beverly Elementary	PK-6	245	33%
Cutler Elementary	K-3	78	46%
Harmar Elementary	K-5	257	38%

Lawrence Elementary	PK-8	160	54%
Newport Elementary	PK-8	252	48%
School	Grade Levels	Enrollment	% Students on Free Lunch
Phillips Elementary	K-5	331	41%
Putnam Elementary	K-5	250	12%
Salem-Liberty Elementary	K-6	178	37%
Stone Elementary	K-3	198	37%
Warren Elementary	PK-8	535	24%
Washington Elementary	K-5	294	45%
Waterford Elementary	PK-8	482	31%