

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

2.1 Partnerships for Clinical Preparation

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

The College of Education (COE) ensures effective partnerships and high-quality clinical practice are central to the preparation of candidates through a series of progressive field experiences (Levels I–IV) designed to develop the knowledge, skills and professional dispositions necessary to demonstrate a positive impact on P-12 learning and development. Partnerships are typically forged with districts within a one-hour radius of the university, but some are outside this area to accommodate candidate and district needs.

Partnerships are developed with internal partners (College of Business & Information and College of Arts and Sciences), with partners in the community (ICAP Head Start, the Community Center, and Madison Central School District), and with partners in the region (various school districts and the SD Department of Education). Formal partnership agreements exist between partner school districts and the COE, thus ensuring clear lines of communication and expectations for all parties.

Examples of informal partnerships include area administrators and teachers invited to campus to serve as guest speakers for the Technology/Diversity Conference, Teachers of Tomorrow, and individual classes. They collaborate with professors to deliver information on current best practices in education in South Dakota. These informal partnerships develop between K-12 personnel and the COE faculty each semester, to the benefit of our students and the program.

The Professional Education Unit (PEC) unit oversees sub-committees that assist in the design, redesign, delivery and evaluation of field experiences and clinical practices with input from cooperating teachers and university supervisors. Changes in processes or requirements are reflected in the *Professional Education Council Manual*, *Student Teaching Handbook* and *Teaching Work Sample Handbook*. Stakeholders receive copies of the *Student Teaching Handbook* and *Teaching Work Sample Handbook* each year; a link is provided to the PEC Manual (due to size).

Administrators and teachers from partner schools, as well as representatives from the DSU Assessment Office and the Registrar's Office are part of the Professional Education Council (PEC) and Student Assessment & Monitoring Committee (SAM) alongside College of Education faculty. The SAM Committee meets each semester to review candidates seeking admission to teacher education and candidates seeking admission to student teaching. The PEC meets as needed to discuss program

policies, recommendations, and changes in South Dakota Administrative Rule as it pertains to teacher certification requirements.

Formal partnership agreements ensure districts and the College of Education understand expectations and a clear line of communication is established to allow for the exchange of ideas and have questions answered in a timely manner. (Partnership agreements are approved by the school boards, superintendents, and the COE. The agreement is implemented at the building level by principals and clinical educators. Any changes to a partnership agreement would be approved by all involved prior to implementation.)

2.2 Clinical Educators

Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based application to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical educators are identified through personal contacts, principal and superintendent recommendations, and those identified as school leaders and veteran educators by other educators, community contacts, and COE personnel. The Director of Field Services discusses placement needs with building principals and together they determine which clinical educators will be used for various field experiences.

Clinical educators receive training via a university supervisor delivered visit in which a checklist of items is reviewed and discussed to ensure understanding. Clinical educators taking part in the yearlong residency pilots are invited to campus for a day of training in the co-teaching model. Additional support is provided clinical educators by the Director of Field Services as needed. Because of the COE's close association with the Madison Central School District, many clinical educators have helped train multiple teacher candidates over the years and are often graduates of the program themselves. They know and understand the program requirements.

Clinical educators complete evaluation forms on every education major who completes a field experience within their classrooms. During the student teaching experience, the university supervisor and teacher candidate evaluate the clinical educator's performance in mentoring a student teacher. This process is part of a triangulation evaluation in which the candidate, university supervisor, and clinical educator evaluate each other. Data analysis from the triangulation evaluations leads to training topics for university supervisors and additional training for the clinical faculty by the university supervisors. It can also determine the use of a clinical educator for future teacher candidates.

Clinical educator feedback is included for discussion at both the PEC and SAM Committee levels. Clinical educators are instrumental in the development of Professional Development Plans (PDP) for a teacher candidate who struggles. In collaboration with the university supervisor and Director of Field Services, areas of concern are addressed in the PDP and all stakeholders determine who will monitor and evaluate the teacher candidate's performance at various times. Clinical educators spend the most time

with the teacher candidate in the classroom so this is another area of expertise that is instrumental in the development and success of a teacher candidate.

Clinical educators are paid a stipend for hosting Level III and Level IV candidates. While the amount is not substantial, it provides a small thank you to the clinical educators and validates the important part they play in the development of future educators.

2.3 Clinical Experiences

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

The COE has Level I, II, III, and IV field experiences that begin with Level I in which candidates are exposed to school life and culture, the role of a teacher, the expectations of a teacher, and learn how to assist in the classroom (similar in role to a paraprofessional). Level IV is student teaching/yearlong residency in which candidates are immersed in the assigned classroom full-time. Placements are made by the Director of Field Services in collaboration with building principals. Candidates progress through the Level I-IV field experiences with increasing responsibilities commensurate with skills developed within individual methods courses. All DSU education majors have a K-12 Educational Technology endorsement built into their program, thus providing candidates with the knowledge and skills to incorporate appropriate technology into field experience lessons. In fact, our candidates often serve as resources for the classroom teachers in the area of technology.

Level 1: The first field experience in the education programs is EDFN/SEED 295 Pre-Admission Practicum (Level I). After a student has taken EDFN 338 Foundations of American Education, he/she may enroll in EDFN/SEED 295. The professor of the course and local school administrators collaborate on the design and delivery of the content; the building administrator places students with his/her staff for the field experience and provides oversight while the Level I student is in his/her building. The Level I evaluation is completed by the assigned cooperating teacher and is based on items in the provider's Disposition Survey. The professor of EDFN/SEED 295 and the Director of Field Services address individual concerns to help the candidate develop the skills to be successful in future field experiences. (Note: Education majors take part in GS 100 which is an orientation course upon entrance to DSU; part of the course is to take the Disposition Survey and discuss the items in the survey and how they pertain to a future educator.) Shortly after completion of the Level I field experience, students complete a formal Admission to Teacher Education process in which they submit an application, an electronic portfolio, take part in an interview, and submit recommendations from faculty and the academic advisor, as well as show completion of other requirements of admission.

Level II: Several College of Education courses (Level II) have embedded field experiences. College professors collaborate with individual building administrators and cooperating teachers to design and organize the field experiences. A typical Level II field experience finds a teacher candidate developing lesson plans and delivering lessons to individual students and/or small groups. Placements are made by

the Director of Field Services at a variety of age/grade levels and give teacher candidates a diverse experience in different districts and settings. The age/grade levels used during the Level II field experience changes each semester based on cooperating teacher schedules and building needs. Candidates are evaluated through course assignments, instructor observation and cooperating teacher input. Concerns are addressed through conferencing along the candidate, course instructor, and cooperating teacher. The cooperating teacher completes a Level II evaluation form, with concerns addressed by the course professor and Director of Field Services.

Level III: The Level III field experience takes place the semester prior to student teaching; the candidate is placed in a K-12 classroom for a full-time, two-week field experience where increasing responsibilities allow the candidate to teach several lessons to the entire class, including a series of lessons over a period of days in preparation for student teaching. Throughout that same semester, students are in a reading course in which they spend an hour per week in what will be their Level III classroom. They work with the cooperating teacher and children in the areas of literacy and assessment. This experience allows the candidate to become familiar with the room routines, rules, and procedures as well as become acquainted with learner needs and personalities. This practice has proven to provide a smooth transition to the full-time field experience; candidates know their classroom and their students. They are able to seamlessly blend into the routine while acquiring additional teaching responsibilities during this time. A Level III evaluation form is filled out by the cooperating teacher; scripted evaluations are completed by the university supervisor. The cooperating teacher, university supervisor, and candidate complete a Dispositions Survey. The university supervisor also completes a recommendation for student teaching form. (Note: During the Level III semester, the teacher candidate completes the formal Admission to Student Teaching process. This involves an application, review of the electronic portfolio, Level III evaluations, and individual meeting with the Director of Field Services. The SAM Committee reviews the application materials to determine if the candidate has met the requirements to be allowed to student teaching the following semester.)

Level IV: The Level IV field experience is student teaching. For candidates in university catalog years prior to 2014, a one semester student teaching experience is required. For those in the 2014 catalog and forward, a yearlong residency of student teaching will be the norm. The COE has conducted pilots of the yearlong residency in order to determine the best fit for coursework and training opportunities, but the majority of candidates are in the one-semester student teaching experience during the reporting period. Student teaching is the culminating clinical field experience for candidates. During this time, candidates receive daily feedback from the cooperating teacher during their joint planning sessions. The cooperating teacher completes a Student Teaching Evaluation Form (STAF) at midpoint and the end of student teaching and conferences with the candidate and university supervisor to discuss the results. During the student teaching semester each teacher candidate completes a *Teaching Work Sample (TWS)* as a formal evaluation of assessment and lesson delivery that shows a positive impact on K-12 learning. (Note: The STAF is specific for each discipline, with common unit items based on the InTASC standards; specific discipline items are based on the SPA standards.) The university supervisor conducts scripted observations of the candidate teaching lessons approximately every three weeks during the field experience, or more often if needed. At midpoint and end of the experience, the university supervisor completes a Student Teaching Recommendation Form. At this time, the candidate, cooperating teacher and university supervisor completes the final Disposition Survey.

Yearlong Residency Pilot: The COE is moving all student teaching to a yearlong residency for students in the 2014 catalog forward. All teacher preparation programs in the state university system will follow the YLR model as directed by the South Dakota Board of Regents. DSU participated in a pilot with the University of South Dakota and the Sioux Falls School District in the 2011-12 academic year. This collaboration allowed a variety of stakeholders to provide input and influence the development of this student teaching process. During the 2013-14 academic year, another pilot was completed with the Madison Central School District. Further refinement occurred after input from the clinical educators, principals, superintendent, and COE faculty. Teacher candidates will take a selected group of coursework during the YLR; courses will be divided into eight-week blocks in which the teacher candidate will come to campus or have an online class on Monday morning and another in the afternoon. They will spend Tuesday through Friday in their yearlong residency placement from the first day of teacher in-service until graduation. The COE is in the process of adapting or changing existing evaluation tools to best fit the yearlong residency model. Full implementation will be in the 2017-18 academic year.