

Duties of the Clinical Practice Candidate

Documentation: The MSU College of Education Clinical Practice Application must be completed in FOLIO180, by the designated deadline, the semester prior to the clinical semester.

Liabilities and Responsibilities: Clinical practice candidates hold the same legal responsibilities for the welfare of pupils under their direction, as do the teachers employed by the school system. The clinical practice candidate is liable for actions while participating in school activities and may be tried in a court of law for mistakes, erroneous judgment or harmful acts. Negligence involving the welfare of pupils is the most frequent basis for litigation, although these instances are rare. The clinical practice candidate should develop an awareness of potentially unsafe conditions or practices. On the basis of this legal vulnerability, it is strongly recommended that professional liability insurance be obtained prior to entering the clinical practice classroom(s). Liability insurance may be obtained from the Kentucky Education Association Student Program (KEA-SP), Kentucky Association of Professional Educators (KAPE), or other private agencies.

Orientation Seminars: The Clinical Practice Orientation Seminar is required; orientation seminars are intentionally scheduled prior to the start of the semester to provide professional development opportunities that assist candidates in the transition from student to teacher. Additional seminar dates are scheduled throughout the semester with topics that include, but are not limited to, the following: certification, career placement planning and information, Kentucky Teacher Internship Program liability, school law and ethics, model lessons, assessment strategies, technology, Teacher Performance Assessment (TPA), differentiation, diversity, questioning skills, and various other cutting edge presentations.

Keys to a Successful Beginning: The following list includes schools and classroom information, including policies and procedures, which are documented in the district's faculty handbook. Upon entering the assigned school on the first day, the candidate will learn a great deal from the administrators and cooperating teacher, as he/she engages in focused academic conversations.

- Academic Expectations/Core Content/Program of Studies
- Attendance Procedures
- Assessment Plans
- Availability of Teacher Resources
- Bell Schedule
- Children with Special Needs in Your Classes
- Class Party Policies and Procedures
- Class Schedule
- School Improvement Plan
- Cooperating Teacher Contact Information (to notify of an absence)
- Curriculum Calendar Map
- Detention Policies and Procedures
- Discipline and Behavior Management Policies and Procedures
- Dismissal Procedures
- District Curriculum Guidelines
- District School Improvement Plan
- Dress Code for Students and Staff
- Emergency Safety Codes and Procedures
- Facility Floor Plan
- Faculty Attendance Policy
- Faculty Committees
- Faculty Handbook
- Field Trip Approval Procedures
- Homework Policy
- Hours School Building is Open
- Identification Badge
- KY School Testing Results (received in the fall)
- School Lesson Plan Format (may not be used when being observed by the university supervisor and/or cooperating teacher or for all TPA lessons taught)
- Library Use Policy
- Lunch Procedures
- Parent Conference Procedures
- Professional Organizations
- School Calendar of Events (PTA, PTO, SBDM, School Board meetings, extra-curricular activities, etc.)
- School Staff Members

- School Contact Information
 - School Website
 - Sign-in Policy (procedures and protocol for clinical practice candidates)
 - Student Folder Access Procedures
 - Standards and Indicators for School Improvement (SISI)
 - Substitute Teacher Procedures (Per state law, a clinical practice candidate may not serve as a substitute during the clinical practice experience;
- however, candidate should know procedures.)
- Support Staff (introduce yourself and build positive relationships with the cafeteria, office, and maintenance staff, as they are part of the school team)
 - Student Names (learn them quickly)
 - Teacher Duties and Responsibilities (cooperating teacher will provide this)
 - Teachers' Manuals and Materials
 - Technology Availability, Use, and Policies

Conferences: The purpose of conference sessions is to provide a time for the clinical practice candidate and the cooperating teacher to discuss specific issues relating to effective teaching practices. It is also an ideal time to establish a critical friend relationship, as the cooperating teacher(s) are encouraged to constructively critique the clinical practice candidate's classroom performance. As a result, the clinical practice candidate will be provided clear expectations for improvement plans. The Kentucky Teacher Standards Mentoring Inventory is used to guide conference discussions.

Kentucky Teacher Standards Mentoring Inventory: The College of Education Kentucky Teacher Standards Mentoring Inventory, Pathway to Proficiency, identifies ways mentors and teacher candidates can collaborate to address the KY Teacher Standards while actively involved in a "real life" classroom learning environment. The tool will be distributed to candidates at the first scheduled seminar. Accountability for maintaining the check list and posting hours in the time log at the end of each week is an important responsibility of the clinical practice candidate. As the time card serves as the official record of classroom attendance, and for verification purposes, signatures of the candidate's mentor(s), and the candidate are required prior to submitting the documentation to the Education Services Coordinator at the last seminar.

Observations: In addition to conferences with the cooperating teacher, observations of classes being taught by other experienced teachers will aid the clinical practice candidate in extending knowledge related to content and best practice methods and strategies. Observations prior to and during the first few days of the clinical practice are essential to the clinical practice experience. The university supervisors (P-5, 5-9 and Special Education) may use a portion of required seminar time for directed observations in the assigned classrooms. Focused observation during this early period will provide the clinical practice candidate with and orientation of the culture and climate of the classroom and school learning environment. Periodic observations throughout the entire clinical practice semester will enhance the clinical practice experience and provide extended opportunities for guidance in attaining higher levels of professional growth. "Look For" suggestions may include, but are not limited to, the following:

1. Individual characteristics of each child
2. Class behavior of each class as a whole
3. Temperament or mood of each class
4. Teacher's use of audio-visual aids/technology
5. Bulletin board displays
6. Motivational discipline techniques used by the teacher
7. Teaching methodology
8. Evidence of instructional planning and use of instructional technology
9. Learning styles of students
10. Questioning, assessment, and evaluation techniques
11. Communication skills
12. Development of a positive classroom climate
13. Classroom management techniques
14. Professional attitudes
15. Grammar/speech

16. Enthusiasm of students and the instructor

Participation: An expectation of clinical practice candidates is participation in extra-curricular activities outside the regular classroom hours and environment. This phase of the clinical semester usually begins following the period of initial observations of the class/classes to be taught. Participating in activities outside the classroom setting affords a clinical practice candidate with opportunities to exhibit model behavior, establish rapport with the students, become familiar with the individual interests, practice teaching skills and work with students, both individually, and in small and large group settings. Becoming a part of the “teaching and learning team” is another valuable learning experience, and candidates will gain knowledge from other teachers willing to share teaching and learning experiences and content expertise. Your professional reputation is important and demonstrating that you are a dependable person is a great way to begin. The aforementioned activities are building blocks, as well as the ones listed below:

Participation activities include, but are not limited to:

1. Collecting, organizing, and filing teaching materials
2. Constructing assessment instruments aligned with measurable objectives
3. Guiding student activities, scoring/grading and analyzing results of student work products
4. Assisting in supervising study halls, hallways, playgrounds, and library activities
5. Assisting with bus duty, early duty, or late duty
6. Supervising field trips, parties, or class programs
7. Assisting special needs students
8. Judging science fair projects or attending a school drama or music production
9. Attending PTA/PTO meetings, parent-teacher conferences, faculty meetings, in-service meetings, and professional development, site-based council meetings, and school board meetings
10. Reading or telling stories
11. Preparing bulletin board displays
12. Attending and assisting with club meetings and other extracurricular activities
13. Researching and accessing library and/or internet resources for classroom use
14. Participating in professional development workshops/webinars

Teaching: When the cooperating teacher and the university supervisor believe the clinical practice candidate has made sufficient professional growth through observation experiences and participation in class activities, the candidate will be permitted to teach under the cooperating teacher’s guidance. The clinical practice candidate’s demonstration of proficiency in working with small group situations will help determine when he or she will begin engaging in whole-class instruction. The cooperating teacher will collaborate with the clinical practice candidate in the beginning. The candidate will begin teaching as confidence and independent teaching skills are successfully demonstrated. The university supervisor and the cooperating teacher are encouraged to differentiate clinical practice experiences so that the semester’s experiences provide for individual candidate’s needs. Lesson plans are to be prepared and reviewed prior to teaching. During the 14-16 weeks, the candidate should progress to assuming a majority of the classroom responsibilities.

University supervisors will share expectations with candidates regarding observation visits and Record of Performance observation form, the KY Teacher Standards Mentoring Inventory and Time Log, required seminars, and processes to be followed. Students are encouraged to take full advantage of having two mentors who are quality resources. Candidates should not be afraid to ask questions.

Documentation and Evaluation Forms are included:

- ✓ Teacher Performance Assessment
- ✓ Lesson Plan Format
- ✓ Clinical Practice Time Card
- ✓ Teacher Education Candidate Withdraw/Failure Form
- ✓ Summative Evaluation
- ✓ Teacher Education Candidate Tort Liability Form
- ✓ Teacher Education Candidate Record of Performance