Presentation Objectives

• Introduce the Office of Field Experiences, Clinical Practices, and Partnerships

• Share types of Field Experiences & Clinical Practices

• Explain what you can expect from your teacher-candidates

• Clarify Cooperating Teachers’ responsibilities
The Office of Field Experiences, Clinical Practice, and Partnerships

- Helps teacher candidates develop the confidence and **skills they need to be successful teachers**

- Place students in schools **where they can demonstrate the research-based strategies** they have learned in a focused, real-world setting

- **Collaborate** with university and public school personnel to ensure Armstrong’s College of Education supports student learning (K-12)

- **Work with the public schools** and our College of Education to support student learning
Field Experiences & Clinical Practices

ARMSTRONG STATE UNIVERSITY
Field Experiences: Field experiences are those activities that include organized and sequenced engagement of candidates in settings that provide opportunities to observe, practice, and demonstrate the knowledge, skills, and dispositions delineated in institutional, state, and national standards. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which candidates apply, reflect upon, and expand their knowledge and skills. Since observation is a less rigorous method of learning, emphasis should be on field experience sequences that require active professional practice or demonstration, and that include substantive work with P-12 students and P-12 personnel as appropriate.

Clinical Practice: Residency (formerly referred to as student teaching) or internship experiences which provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

*Definitions are used by the Georgia Professional Standards commission for educator preparation providers and educator preparation programs.
Types of Field Experiences

Foundations
30 hours / semester
This introductory Field Experience requires Armstrong students to observe & assist in an assigned classroom. During this foundational course Armstrong students begin to develop competence in the professional roles for which they are preparing.

Content Methods
50 hours / semester
The teacher candidate will observe and assist as needed. The opportunity to teach lessons with the guidance and support of the classroom teacher may also be required.
Types of Clinical Practices

**Internship I**
Approximately 200 hours / Semester
Armstrong teacher candidates observe and assist approximately 1 day a week. The development of lesson plans and opportunities to teach lessons with the guidance and support of the classroom teacher are also required. Armstrong teacher candidates are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing during internship I.

**Internship II**
600 hours / Semester – Full Time
The Armstrong intern will work full time in their cooperating teacher’s classroom for 15 weeks. The cooperating teacher is expected to formally coach their assigned intern. The intern is assigned a university supervisor from Armstrong State University who will conduct formal observations / evaluations of the intern. The current stipend for Internship II / Graduate Internship cooperating teachers is $150.

**Graduate Internship**
600 hours / Semester – Full Time
The Armstrong intern will work full time in their cooperating teacher’s classroom for 15 weeks. The cooperating teacher is expected to formally coach their assigned intern. The intern is assigned a university supervisor from Armstrong State University who will conduct formal observations / evaluations of the intern. The current stipend for Internship II / Graduate Internship cooperating teachers is $150.
Expect

Increased requests to video tape instruction

Emphasis on using student learning data to develop and justify lesson plans and instructional delivery (to include requests for student data)

Greater requirements of our teacher-candidates to justify lesson plans and related instruction through theory and research

University supervisors encouraging the use of flexible groups during observations

Continued year long residency
Cooperating Teacher Responsibilities
Cooperating Teacher Responsibilities

- Inform and prepare students, colleagues, and parents for the arrival of your teacher-candidate or intern.

- Set a schedule for the successful completion of the field experience or clinical practice.

- Please make the following resources available to and review with the teacher candidate: School handbook, emergency plan, class schedule, curriculum materials, text copies, and any other resources you feel are appropriate.

- Review important procedures and routines you want your Armstrong Student to support and reinforce with your students.
Cooperating Teacher Responsibilities

- **Model** quality planning, organization, presentation and assessment of a lesson.

- **Review the teacher candidate’s lesson plans** prior to implementation checking for research based, data based practices. Provide meaningful feedback.

- **Approve your teacher candidate’s attendance** in LiveText’s Field Experience Module.
Questions?
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