Clinical Placement Handbook
For Cooperating Teachers

School of Education

Master of Arts in Teaching (MAT)

GED 7846 and GED 7847:
Teaching Literacy in the Elementary School, Part I and II

Spring, 2014

Patti Greene
pattigr@visi.com

Tammy Green
tgreen03@hamline.edu

Terri Christenson, Ph.D.
tchristenson01@hamline.edu
To all Cooperating Teachers,

On behalf of the School of Education, we would like to thank you for welcoming preservice teachers from Hamline University into your classroom. Your support is critical to the success of teacher education.

We will be the professors for EDUC 7846 and 7847: Teaching Literacy in the Elementary School, K-6 (Part I and II). We will be working collaboratively with you to provide developing teachers with a positive environment for learning about teaching reading and writing.

Students participating in this course are enrolled in Hamline’s Master of Arts in Teaching (MAT) program. The MAT program is designed for working adults. Classes typically meet once a week in the evening and students may attend the program on a full-time or part-time basis, depending upon their preferred pace of study. The MAT program offers an opportunity for teacher candidates to receive an initial teaching license and a Master of Arts in Teaching.

Many of our teacher candidates have worked in other professions and will bring a wealth of life experience to your school. However, most will find themselves teaching in a classroom for the first time. These teacher candidates will be preservice teachers who are learning to become adept in a broad range of instructional strategies, including the development of lesson plans, high-quality literacy instruction, assessment and evaluation, building positive relationships with students, and classroom management. Each week you will have the opportunity to observe these developing teachers grow as professionals.

We believe the cornerstone of an effective clinical placement relies on the collaboration that occurs between all of us. We welcome your questions and appreciate your interest in mentoring Hamline’s teacher candidates.

Sincerely,

Patti Greene, Tammy Green and Terri Christenson
Introduction to Clinical Placements
Clinical placements occur prior to student teaching. Therefore, this may be the first experience in a classroom for many of our teacher candidates. As they begin, they will be both excited and nervous. Please know we will be available at all times to answer any questions that may arise. We hope to provide the support needed to guide you and our teacher candidates through a successful school-based experience. This handbook is designed to answer your preliminary questions.

A combined total of 30 clinical experience hours are required for GED 7846 (Part I) and GED 7847 (Part II). These 30 hours will be completed between March 3 and May 17, 2014.
- At least 20 of the 30 required hours must be completed in an elementary literacy classroom. Specific school and classroom locations will be determined early in the term in collaboration with Hamline’s Office of Clinical Experience.
- Expectations for the remaining 10 hours are flexible can be fulfilled in the following ways:
  - Extend the arranged 20 hour clinical experience to 30 hours
  - Literacy volunteer
  - Literacy tutor
  - After school literacy program
  - Own classroom
- Clinical experience reflections, assignments and a log documenting the 30 hours will be required.

This clinical placement will:
- Provide an opportunity for teacher candidates to experience focused classroom observations
- Encourage engagement and interactions between teacher candidates and elementary students
- Promote collaboration and support between you and our teacher candidates
- Provide an opportunity for teacher candidates to meet Minnesota state standards for licensure and explore literacy instruction through the fulfillment of course assignment requirements

Teacher candidates will be scheduled to spend time in an elementary literacy classroom once each week for ten weeks. Some of our teacher candidates may be placed in classrooms in partners or small groups. It is our hope that they will contribute significantly to your classroom environment.

Course Textbook and Readings:

A wide array of professional journal articles and children’s literature
GED 7846 and GED 7847: Teaching Literacy in the Elementary School, Part I and II
All graduate students participating in this classroom experience will be students enrolled in GED 7846 and GED 7847: Teaching Literacy in the Elementary School, Part I and II. This two part course focuses on literacy practices for the elementary reader and writer in a 21st century environment. Part I focuses on knowledge of literacy practices. Part II of this course focuses on systems used in the school and classroom to create literate environments that foster reading and writing.

This course is guided by Minnesota state reading standards. The sixty standards are divided across the following four categories.

A candidate for licensure as a teacher of elementary education must have:
1. Knowledge of the foundations of reading processes, development, and instruction
2. Knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction
3. Knowledge of and ability to use a variety of assessment tools and practices to plan and evaluate effective reading instruction
4. The ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments

Throughout the course, teacher candidates will develop knowledge of:
- Minnesota K-12 Academic Standards in the English Language Arts (2010)
- Historical perspective on literacy education
- Reading and writing processes
- Cognitive-constructivist view of reading
- Employing active teaching and fostering active learning
- Cooperative learning
- Creating a literate environment (e.g. modeling, developing a print-rich classroom, time, choice, etc.)
- Motivation and engagement
- Differentiating instruction
- Strategies for activating and developing prior knowledge
- Emergent literacy
- Phonemic awareness and alphabet recognition
- Word recognition
- Reading fluency
- Vocabulary development (e.g. teaching individual words, teaching word learning strategies, fostering word consciousness)
- Scaffolding students’ comprehension of text
- Teaching comprehension strategies
- Encouraging independent reading and reader response
- Literature circles
- The role of writing in learning
- Responding to student writing
- Writing workshops
- Writing conferences
- Assessment and evaluation in reading and writing
- Interventions for struggling readers
- Reading instruction for English Language Learners
- The qualities that mark excellent children’s literature
- Children’s literature available for use in the K-6 classroom
- Specific authors and illustrators who write for elementary children
Clinical Placement Assignment Expectations – GED 7846 Part I

Throughout the first five weeks in the elementary classroom, you, the preservice teachers will be asked to complete the following clinical placement assignments:

Clinical Experience Assignment #1: Getting to Know the Classroom Environment
- How would you describe the classroom organizational structure and routines?
- What is the tone of the classroom environment? (i.e. safe environment? Choice provided? All voices honored?)
- What classroom management practices are in place? What kinds of positive reinforcement are given? How are disruptions handled?
- What teaching materials are used?
- What else are you observing about the classroom environment?

Clinical Experience Assignment #2: Getting to Know the Students
- What are you noticing about the range of abilities?
- How are students engaged?
- What was your original perception of students and how does this compare to reality?
- What else are you observing about the students in your classroom?

Clinical Experience Assignment #3: Getting to Know Your Cooperating Teacher
- What can you learn about the teaching experiences of your cooperating teacher?
- How might you describe your cooperating teacher’s “style?”
- What effective teaching strategies does he/she use that you would like to incorporate into your own teaching?
- What else are you observing about your cooperating teacher?

Clinical Experience Assignment #4: Student Writing Sample
- Collect one student writing sample.
- Describe the student (background, language, skills, abilities, social interactions, attitude, motivation, self-concept, etc.)
- What are the writing abilities of this student? What does this student do well?
- What next steps or areas of writing growth would you focus on with this student?

Clinical Placement Assignment #5: Reading Record/Running Record Assessment
Work with your cooperating teacher to select a student to assess with a reading record or running record assessment. With the cooperating teacher, determine the appropriate reading level for the student.

1. Select a passage that is very close to the reading level of the student. Your cooperating teacher can assist you with passage selection. Be sure both you and the reader have a copy of the selected text.
2. Conduct a reading record or a running record assessment.
3. Miscues: Using the form provided in class (GED 7846 – Part I) or a form provided by your cooperating teacher, document the student’s miscues.
4. Retelling and/or Comprehension: Using the form provided in class (GED 7846 – Part I) or a form provided by your cooperating teacher, engage the student in a retelling of the story. What did you learn from the retelling? And/or document the student’s answers to the text specific comprehension questions.
5. Write a reflection about this assessment experience.
Clinical Placement Assignment Expectations – GED 7847 Part II
Throughout the second five weeks in your classroom, you will be asked to complete a series of assignments that will provide an opportunity for engagement with individuals or small groups of students.

Clinical Placement Assignment #6: Read Aloud
Plan ahead and arrange a read aloud with your cooperating teacher. This read aloud can be delivered whole group, small group or to an individual. Read the piece aloud and comment on the delivery.

Clinical Placement Assignment #7 and #8: Guided Reading Lessons
Plan, implement, and reflect upon TWO guided reading lessons with a small group of students. Select an appropriate text, prepare for the guided reading lesson, implement the guided reading lesson and reflect upon these two teaching experiences.

Clinical Placement Assignment #9: Student Attitude and Interest Survey
Using the resources discussed in class, develop a student attitude and interest survey. Administer the survey to a small group of students. Carefully analyze and report the results. Develop an instructional plan that articulates how you will maintain a motivating classroom environment for the small group of students based on the data you collect. Share the results with your cooperating teacher.

Clinical Placement Assignment #10: Closure Activity
For the last day of your clinical placement, plan a culminating activity that will call closure to your work with this group of students. Your culminating activity may be a letter written to the class, individual notes to every student, song performance, art project, read aloud, game, activity, or other creative option.

IN ADDITION, if you completed 10 of the 30 required clinical experience hours in a setting outside your assigned classroom placement, please reflect in writing on the following questions:
1. What did you do?
2. What did you learn?
3. How did our class readings, discussions and assignments support you in this setting?
Expectations of Teacher Candidates:
1. Clearly communicate arrival and departure times with the cooperating teacher.
2. Arrive in the classroom early and come well prepared each week.
3. Remain trustworthy in commitments to cooperating teacher.
4. Dress professionally.
5. Clearly communicate course assignment requirements with the cooperating teacher in advance of implementation.
6. Contribute to the classroom environment in positive and supportive ways.
7. Support the cooperating teacher as requested. Offer assistance as needed.
8. Regularly engage with students to support their growth and development.

Expectations of Cooperating Teacher:
1. Share time each week (for ten weeks) with a teacher candidate.
2. Provide an opportunity for the teacher candidate to observe, interact with students, and learn from your teaching.
3. Support the teacher candidate as he/she fulfills course assignments.
4. Discuss concerns with the primary course instructor.
   - Patti Greene  pattigr@visi.com
   - Tammy Green  tgreen03@hamline.edu
   - Terri Christenson  tchristenson01@hamline.edu
5. Complete a final evaluation of the teacher candidate’s contributions by going to: http://www.hamline.edu/education/clinical-experience-long-form/

Expectations of Hamline Clinical Placement Coordinator:
1. Work in collaboration with district personnel to secure clinical placements for all teacher candidates registered for GED 7846 (Part I) and GED 7847 (Part II).

Expectations of Course Professors:
1. Assist teacher candidates in their understanding of literacy education.
2. Model high quality literacy lessons.
3. Provide clear expectations for clinical placement assignments.
4. Ensure teacher candidates have the background knowledge needed to successfully complete the course assignments.
5. Offer constructive feedback on assignment submissions.
Clinical Placement Log and Documentation Form

This form verifies that I completed the 30 hour clinical placement requirement for GED 7846 and GED 7847: Teaching Literacy in the Elementary School.

Name: _______________________________________________

Hamline ID: _______________________________________________

Hamline E-mail Address: _______________________________________

Term and Year Clinical Experience Completed: ______________________________

School Location and Grade Level: _______________________________________

Name of Cooperating Teacher: _______________________________________

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Teacher Candidate Signature: ______________________________________