

**EARLY CHILDHOOD EDUCATION (P-3)  
CLINICAL EXPERIENCES  
INFORMATION FOR TEACHER CANDIDATES, CLINICAL  
EDUCATORS & CLINICAL SUPERVISORS**

The philosophy of education for our P-3 program is based on the tenets of Froebel, Dewey, Piaget, Erikson, Vygotsky, Bloom, and Gardner. We aim for our teacher candidates to understand and practice developmentally appropriate teaching strategies and practices, and constructivist approaches. P-3 teacher candidates are learning to support active learning, use positive approaches to classroom management, how to integrate content areas and develop cultural sensitivity to the needs and values of all children and their families. We expect teacher candidates to develop and use teaching strategies to accommodate varied learning styles and to promote divergent thinking in a safe, healthy, and nurturing child-centered environment.

**CIEC 2000 (The Early Childhood Clinical Experience I)** is the initial early childhood clinical experience and is taken concurrently with 2 other early childhood courses. Teacher candidates are placed in approved classrooms for 1 day per week for 12 weeks. The placement is used to give teacher candidates a beginning understanding of teaching practices through working under the guidance of an experienced and competent teacher. This is not an observational experience but one in which the teacher candidate should gain experience in interacting with individual, small and large groups of children and in planning and implementing lessons. After the initial 2 days of observation and interaction with children, in consultation with the clinical educator, the teacher candidate should come to the classroom each week prepared to lead a small or large group in an activity (read a story, implement a lesson, lead a circle time or morning meeting, etc.). Each week the clinical educator should assign teacher candidates varying parts of the day and lessons/activities to plan. The clinical educator provides the teacher candidate with ongoing feedback and assistance.

Specific expectations for the CIEC 2000 clinical teacher candidates are as follows:

1. Arrive at their placement on time and ready to assist the teacher.
2. Gain experience teaching the group at least 6 times over the course of the semester.
3. Develop and use a prop box to accompany a theme, project, or concept that the children are working on.
4. Develop and implement at least one lesson plan in literacy/language arts.
5. Develop a literacy newsletter for parents.
6. Maintain a weekly reflective journal

The teacher candidate is assigned a clinical supervisor who will complete at least two observations of the teacher candidate over the course of the semester. Teacher candidates are expected to submit their lesson plan to the Supervisor prior to the observation. The supervisor meets with the teacher candidate following the observation to provide feedback and assistance. She will also discuss the teacher candidate's progress with the clinical educator.

**CIEC 3000 (Practicum in Early Childhood Education)** is the second early childhood clinical experience and is taken concurrently with 4 early childhood courses. Teacher candidates are placed in approved classrooms for 2 full days per week for 10 weeks, culminating with 2 full weeks.

Following the initial couple of weeks of interacting with children and assisting the clinical educator, the teacher candidate should progressively assume teaching responsibility for varied portions of the day. This is an opportunity for the teacher candidate to develop classroom management skills, improve planning, and gain frequent experience in leading whole and small group activities. This practicum experience is designed for the teacher candidate to gain a deeper understanding of the role of the teacher and practice appropriate teaching strategies in all subject areas. Teacher candidates are also required to complete and implement assignments from their coursework (e.g. a child study, teaching a song, etc.). In consultation with the clinical educator, the teacher candidate should plan to assume complete responsibility for planning and implementing an integrated thematic project for at least two full days during the final two full time weeks of the semester. The clinical educator provides the teacher candidate with ongoing feedback and assistance over the semester.

Specific expectations for the CIEC 3000 clinical teacher candidates are as follows:

1. Arrive at their placement on time and ready to assist the teacher.
2. Assume progressive responsibility for planning and teaching varied lessons and portions of the day. Gain experience teaching the whole group at least 12 times over the course of the semester.
3. Teach the children a song.
4. Read an appropriate book to the children and plan and implement a follow-up creative activity.
5. Write a poem with children.
6. Complete a child study on one child.
7. Plan and implement at least one integrated math lesson.
8. Plan and implement at least one integrated science lesson.
9. Plan and implement an integrated thematic project for at least two full days during the final two full time weeks of the semester.
10. Attend any faculty meetings, professional development workshops and parent activities occurring on days of their placement.
11. Maintain a weekly reflective journal.
12. Meet regularly with the clinical educator for feedback and assistance.

The teacher candidate is assigned a clinical supervisor who will complete at least two formal observations of the teacher candidate over the course of the semester. Teacher candidates are expected to submit their lesson plans to the Supervisor prior to the observation. Normally, s/he will observe once during the final two intensive weeks. The supervisor meets with the teacher candidate following the observations to provide feedback and assistance. S/he will also discuss the teacher candidate's progress with the clinical educator.

**EDUC 4140 (Clinical Practice (Student Teaching) Internship and Seminar)** is the final clinical experience and the capstone of the teacher candidate's pre-service education. This semester long full-time experience is designed to involve the teacher candidate teacher in gaining additional skills and practice in teaching. The experience closely supervised by the clinical educator and clinical supervisor. The experience begins with observation and progresses to taking over one or more subjects and daily activities leading to 'full-time' teaching.

In addition to general expectations for all WPU teacher candidate teachers and checklists as outlined in the Clinical Experience Handbook, specific in-clinical expectations for EDUC 4140 teacher candidates are as follows:

1. Arrive at their placement on time and ready to work with children.
2. Assume progressive responsibility for planning and teaching varied lessons and portions of the day.
3. Assume full-time teaching responsibility including planning and implementation for three to six weeks of the semester based on the level of skills of the teacher candidate.
4. Plan and implement at least one integrated thematic project for at least one-full week.
5. Submit lesson plans to the clinical supervisor prior to each of the eight formal observations.
6. Attend faculty meetings, participate in parent conferences and open houses, and in school professional development activities.
7. Develop original or creative plans/materials to implement lessons and projects.
8. Complete ongoing assessment of children's development and learning.
9. Develop at least one parent newsletter.
10. Participate in at least weekly conferences with clinical educator to reflect on your teaching and receive feedback, and to discuss planning.
11. Maintain a weekly reflective journal.
12. Gather artifacts of your competence for assessment portfolio. Portfolios are submitted to the P-3 coordinator at least one month prior to the end of the semester. Exact due dates and procedures are distributed to teacher candidates at the start of the semester. Additional guidance, information and rubric is provided in the P-3 Handbook.

The teacher candidate is assigned a clinical supervisor who completes at least eight formal observations of the teacher candidate over the course of the semester. Teacher candidates are expected to submit their lesson plans to the clinical supervisor prior to each observation. The clinical supervisor meets with the teacher candidate following the observations to provide feedback and assistance. S/he will also discuss the teacher candidate's progress with the clinical educator. Mid-term and final evaluations are completed by the clinical educator and the clinical supervisor.