

## XI. THE CLINICAL PRACTICE: PRE-PROFESSIONAL STUDENT

### A. Responsibilities

The clinical practice: pre-professional student is to begin instruction/teaching as soon as deemed appropriate by the cooperating teacher.

The clinical practice: pre-professional student is responsible for:

1. **teaching at least one period or activity a day**, starting the third week of the assignment;
2. circulating among and assisting students and answering their questions;
3. working with individual pupils;
4. teaching small groups of 3-5 pupils;
5. teaching to the entire class under direct supervision of the cooperating teacher. (As a clinical practice: pre-professional student begins to teach lessons, he/she should be encouraged to prepare extensively.);
6. arriving promptly and signing in at the cooperating school;
7. dressing professionally; jeans are inappropriate usually;
8. exhibiting skill in communicating well in oral and written language;
9. participating in day-to-day routines as appropriate to settings such as bus, hall, or playground duty, or supervising in the lunch room or cafeteria;
10. preparing a minimum of eight (8) lesson plans and a unit plan and providing the cooperating teacher and clinical supervisor with a copy of lesson plans;
11. assisting the cooperating teacher in classroom management details and enrichment of the classroom environment;
12. utilizing and integrating technology in classroom instruction;
13. learning to operate “smart boards” and utilizing multi-media center;
14. developing creative/instructional bulletin boards and other educational displays;
15. maintaining ongoing communication with the clinical supervisor and cooperating teacher;
16. maintaining and submitting to the clinical supervisor a journal of the clinical practice: pre-professional experience including observations, analyses and reflection;
17. conferring with the clinical supervisor after each observation to assess the impact of teaching and learning process;
18. treating all conferences and classroom events with confidentiality and professionalism;
19. attending scheduled on-campus seminars and orientations;
20. limiting outside activities/employment during the field experience, making every effort not to permit personal needs and obligations, or other university courses or activities to take precedence over field experience responsibilities. A student is not to ask to leave early or to be absent from his/her cooperating school to engage in a university course or employment; and
21. developing familiarity with *NJ Professional Standards for Teachers (2015)*(Appendix D).

### B. Requirements

The clinical practice: pre-professional is a semester of guided observations and participation prior to the onset of the clinical practice internship. During the clinical practice: pre-professional semester, the university student is placed in a school/agency setting and under the supervision of an assigned cooperating teacher and a clinical supervisor.

The **three (3) requirements** of the clinical practice: pre-professional semester are: 1) teaching at least one period or activity a day, for a minimum of 8-12 lessons during placement; 2) the maintenance of a reflective journal; and 3) preparation of lesson plans for lesson taught.

### **1. Classroom Teaching (Required)**

The clinical practice: pre-professional student is to begin assuming instructional/teaching responsibilities as soon as deemed appropriate by the cooperating teacher, certainly by the third week of the assignment. Instruction may be one-on-one, small groups of three to five pupils, and teaching the entire class under the direct supervision of the cooperating teacher.

Conferring for the purpose of assessment and reflection with the cooperating teacher and/or the clinical supervisor after each lesson taught and observed is a requirement.

### **2. Journal Reflections (Required)**

Maintaining a journal is an exercise designed to help a student think more deeply about the knowledge gained from courses and how this knowledge will be applied in a classroom. The journal is an ongoing narrative in which is recorded the thoughts about teaching that will make the clinical practice: pre-professional more meaningful.

Reflection: is a complex thinking process that is cultivated over time. As a process, reflection requires analytical thinking about issues related to the teaching profession. Typically, it involves systematic and insightful thinking about what has been done, and the effects of instruction on student behavior and student learning. The intent of reflection is to develop an awareness of a teacher's own thoughts, feelings, teaching decisions and student reactions. The outcome is a change of behavior toward the improvement of instruction and increased probability of student learning.

Reflective Journal Entries: are written thoughts, feelings, insights and questions that represent thinking about experiences in teaching, learning and/or beliefs about professional issues.

The following topics are suggested to facilitate thinking and to help the university student write reflective journal entries:

- 1) What is the context of your clinical practice: pre-professional?
- 2) What are your goals for the clinical practice: pre-professional?
- 3) What are you learning about teaching?
- 4) How successful were you as a clinical practice: pre-professional student?
- 5) What are the characteristics of an effective (successful or good) teacher?
- 6) What are the characteristics of an effective (successful, worthwhile, or good) lesson?
- 7) What are crucial (or important) teaching skills?
- 8) What is a teacher expected to do or accomplish daily?
- 9) What are important dilemmas that you expect to face as a clinical practice: pre-professional student?
- 10) What issues have been raised by your clinical practice: pre-professional?

- 11) What teaching skill(s) do you need to work on?
- 12) What kind(s) of teaching situations do you now need to try?
- 13) What should you be doing to prepare yourself for a successful clinical practice: pre-professional?

### **3. Lesson Plans (Required)**

During the clinical practice: pre-professional, each student will be responsible for planning and teaching a minimum of 8-10 lessons. A student will prepare detailed plans to support any lesson taught. A clinical practice: pre-professional student is responsible for submitting a plan for each lesson that he/she teaches to the cooperating teacher and clinical supervisor.

The lesson plans are to be signed by the cooperating teacher before the lesson is implemented. Accumulated lesson plans for the clinical practice are to be available for daily review by the cooperating teacher and the clinical supervisor at the time of his or her visit.