

**ELEMENTARY: OVERVIEW OF CLINICAL EXPERIENCE**

Term	Course # and Name	Clinical Experience <i>(Description and Purpose)</i>	Length of Clinical Experience	Resulting Product(s)
2, 3 or 4	EDC 250	<b>PRA:</b> (1 cr.) Supervised early field experience and seminar for students wishing to explore one or more possible career choices in education. (Practicum)	1 semester, 21 hours	<b>Reflective journals</b> that require students to a) analyze classroom visits by connecting teaching and learning to specific RIPTS b) reflect upon classroom events by citing key components of the SOE Diversity Vision, focusing on—but not limited to—ethnicity, race, and language. c) using best practices handout, evaluate what strategies they used to support comprehension of materials when engaging with ethnicity/race and ELL learner(s).
5	EDC 454	<b>PRA:</b> (1 cr.) Supervised field experience related to EDC 453 consisting of special education, language minority, compensatory education, gifted and talented, and at-risk students. (Practicum)	1 semester, 30 hours	<b>Diversity portfolio</b> – requires students to identify and reflect on examples of diversity in their practicum classrooms and schools that reflect differences in culture, race, and language.  <b>Gender audit</b> - requires students to identify and reflect on examples of gender issues, bias, and stereotypes in their practicum classrooms and schools.  <b>Cooperating teacher evaluation</b> – students are evaluated on RIPTS 1 – 10 (includes instruction and assessment of, and communication with students with different needs, strengths, languages, and backgrounds)
6	EDC 459	<b>PRA:</b> (1 cr.) Supervised field experience related to evaluation of elementary students and methods courses: assessment, mathematics, and science. Students will observe and teach. (Practicum)	1 semester, 30 hours	<b>Mathematics lesson</b> – students are required to plan, teach, and reflect on a math lesson that integrates content areas beyond math, and that effectively addresses the needs of students with different strengths, needs, and languages.  <b>Videotaped science lesson</b> - students are required to plan, teach, and reflect on a science lesson that incorporates hands-on science inquiry, and that effectively addresses the needs of students with different strengths, needs, and languages.  <b>Integrated curriculum unit</b> – students plan a complete social studies unit that integrates content and assessments from all major content

				<p>areas (including arts and physical education), and that adequately addresses the needs of students with different strengths, needs, backgrounds, gender, and languages</p> <p><b>Service learning project</b> – students plan an instructional activity that specifically incorporates the involvement of parents and families of students. Projects must anticipate and address the needs, strengths, backgrounds, and composition of families.</p> <p><b>Cooperating teacher evaluation</b> - students are evaluated on RIPTS 1 – 10 (includes instruction and assessment of, and communication with students with different needs, strengths, languages, and backgrounds)</p>
7	EDC 460	<p><b>PRA:</b> (2 crs.) Supervised field experience related to evaluation of elementary students and methods courses: teaching special needs students, social studies, and language arts. Students will observe and teach. Students meet periodically throughout the semester to focus on issues of classroom management. (Practicum)</p>	1 semester, 60 hours	<p><b>In-depth student case study</b> – students select and address the learning needs of a case study student in the area of literacy. Requires assessment, planning, instruction, and remediation that addresses the student’s strengths, needs, language, and background as they impact learning and development.</p> <p><b>Behavioral case study</b> – Students identify and address a classroom management issue in their practicum placement. Requires consideration of students’ strengths, needs, language, and gender.</p> <p><b>Formal observation of teaching</b> – Students are observed teaching a lesson in their practicum placement by the cooperating teacher and the URI supervisor. Requires instructional, assessment, and remediation planning that addresses student strengths, needs, gender, race, and language.</p> <p><b>Cooperating teacher evaluation</b> - students are evaluated on RIPTS 1 – 10 (includes instruction and assessment of, and communication with students with different needs, strengths, languages, and backgrounds)</p>
8	EDC 484	<p><b>PRA:</b> (6-12 crs.) Under approved critic teachers, students participate in classroom teaching and other school activities for a period determined by credit to be earned. Areas include: secondary educational, middle level education, elementary</p>	1 semester, 390 hours +	<p><b>Informal and formal assessment of student learning</b> – Candidates target students at multiple levels of skill and achievement for remediation and/or enrichment, based on instruction and assessment they have planned and implemented in their practicum classrooms. Requires consideration of student strengths, needs, gender, race, background, and language.</p>

education, early childhood education and music. (Practicum)

**Formal observations of teaching** – Students are observed teaching a lesson in their practicum placement by the cooperating teacher and the URI supervisor. Requires instructional, assessment, and remediation planning that addresses student strengths, needs, gender, race, and language.

**Final evaluation of student teachers** - students are evaluated (cooperating teachers and URI supervisors) on all RIPTS (includes instruction and assessment of, and communication with students with different needs, strengths, languages, and backgrounds)

EARLY CHILDHOOD OVERVIEW OF CLINICAL EXPERIENCE				
Term	Course # and Name	Clinical Experience (Description and Purpose)	Length of Clinical Experience	Resulting Product(s)
Fall or Spring	EDC 250: Supervised Pre-Professional Field Experiences	Urban public elementary school gr. K-2 classroom	3 hours per week (Min 21 hours)	Reflective journals that require students to a) analyze classroom visits by connecting teaching and learning to specific RIPTS b) reflect upon classroom events by citing key components of the SOE Diversity Vision, focusing on—but not limited to—ethnicity, race, and language. c) using best practices handout, evaluate what strategies they used to support comprehension of materials when engaging with ethnicity/race and ELL learner(s).
Fall or spring	HDF 203: Introduction to Work with Children	Introduction to Working with Young Children	3 hours per week, 12 weeks (Min 36 hours)	Developmental Checklist Sequence of Child Development Paper
Fall	HDF 301: Early Childhood Curriculum I: Introduction to Curriculum	Community Preschool or Kindergarten	3 hours per week, 12 weeks (Min 36 hours)	HDF Integrated Activity Planning Assignment NAEYC Evaluation
Spring	HDF 303: Early Childhood Curriculum II: Integrated Math and Science	URI Child Development Center (Kingston or Providence)	3 hours per week, 12 weeks (Min 36 hours)	EDC 350 Reflective Journal Task Description and Rubric EDC 350 Final Practicum Evaluation
Fall	EDC 350: Primary School Practicum	Public elementary school classroom in variety of RI districts- Grades K, 1, or 2 (Students placed in classroom where they student teach spring semester)	3 hours per week, 12 weeks (Min 36 hours)	Informal and Formal Assessment of Student Learning Formal observations of student teaching Final evaluation of student teachers
Spring	EDC 484: Supervised Student Teaching	Public elementary school classroom in variety of RI districts- Grades K, 1, or 2	Full Semester (16 weeks)	Reflective journals that require students to a) analyze classroom visits by connecting teaching and learning to specific RIPTS b) reflect upon classroom events by citing key components of the SOE Diversity Vision, focusing on—but not limited to—ethnicity, race, and language. c) using best practices handout, evaluate what strategies they used to support comprehension of materials when engaging with ethnicity/race and ELL learner(s).

**SECONDARY OVERVIEW OF CLINICAL EXPERIENCE**

Term	Course # and Name	Clinical Experience <i>(Description and Purpose)</i>	Length of Clinical Experience	Resulting Product(s)
Before Admission	EDC 250: Supervised Preprofessional Field Experience	Supervised early field experience and seminar for students wishing to explore one or more possible career choices in education. (Practicum)	1 morning/wk; 30 hrs	Reflective journals that require students to a) analyze classroom visits by connecting teaching and learning to specific RIPTS b) reflect upon classroom events by citing key components of the SOE Diversity Vision, focusing on—but not limited to—ethnicity, race, and language. c) using best practices handout, evaluate what strategies they used to support comprehension of materials when engaging with ethnicity/race and ELL learner(s).
Fall, Junior Year	EDC 331: Clinical Experiences for Secondary Education I	Secondary school clinical experience. Student applies content learned in the measurement course (EDC 371) and prior course work in classroom settings. (Practicum)	1 morning/wk; 30 hrs	<ol style="list-style-type: none"> <li>1) Reflection Journal 1</li> <li>2) Performance Assessment Report, Analysis, and Reflection task</li> <li>3) Middle Level Competencies Evaluation</li> <li>4) Practicum Log 1 and Checklist 1 of Developmental Activities for Teacher Candidates.</li> </ol>
Fall, Junior Year	EDC 332: Clinical Experiences for Secondary Education II	Secondary school clinical experience. Student applies content learned in EDC 448 and EDC402 and prior course work in classroom settings. (Practicum)	1 morning/wk; 30 hrs	<ol style="list-style-type: none"> <li>1) Reflection Journal 2</li> <li>2) ELL Interview, Reflection, and Discussion task</li> <li>3) Special Needs Modification and Accommodation Planning task</li> <li>4) Practicum Log 2 and Checklist 2 of Developmental Activities for Teacher Candidates</li> </ol>
Fall, Senior Year	EDC 431: Clinical Experiences for Secondary Education III	Secondary school clinical experience, taken concurrently with secondary methods course (430) during semester prior to student teaching. Student applies content learned in methods course and prior course work to peer teaching and classroom settings. Restricted to majors. (Practicum)	1 day/wk; 45 hrs	<ol style="list-style-type: none"> <li>1) Reflection Journal 3</li> <li>2) School and Classroom Profile Analysis and Reflection task**</li> <li>3) Video/audio Analysis of Mini-lesson task**</li> <li>4) Practicum Log 3 and Checklist 3 of Developmental Activities for Teacher Candidates.</li> </ol>
Spring, Senior Year	EDC 484: Supervised Student Teaching	Under approved critic teachers, students participate in classroom teaching and other school activities for a period determined by credit to be earned. Areas include: secondary educational, middle level education, elementary education, early childhood education and music. (Practicum)	5 days/wk for 14 weeks	<ol style="list-style-type: none"> <li>1) Reflection Journal 4</li> <li>2) Formal and Informal Assessment of Student Learning task;</li> <li>3) Middle Level Competencies Evaluation;</li> <li>4) RIPTS Diversity Standard 4 on Formal Evaluation</li> </ol>

HEALTH AND PHYSICAL EDUCATION OVERVIEW OF CLINICAL EXPERIENCE				
Term	Course # and Name	Clinical Experience (Description and Purpose)	Length of Clinical Experience	Resulting Product(s)
Spring or Fall	KIN 270 Introduction to Teaching Physical Education and Health	Description: KIN270 –Candidate will observe at an elementary, secondary public or private school setting. At least one of the observations needs to be in an urban setting e.g., Providence and Pawtucket school systems. Purpose: To experience an authentic environment of a physical education teacher.	10 hours on site over one semester	Response to reflection questions that correspond with topics such as diversity, curriculum, classroom management, assessment, adapted PE, etc.
Fall	KIN 305 Supervised Experience-Physical Education in the Elementary School	Description: KIN305 - 1 credit hours supervised field experience at the elementary level. Candidates assigned in small groups (1-2) to elementary school Physical education programs. Purpose: to give potential PE teacher candidates teaching experiences at the elementary level. Candidates are required to actively engage in planning and instruction, reflection on lesson and unit plans, assessment of student learning, student motivation and classroom management, and communication and collaboration with cooperating teachers	A minimum of 40 hours on site over one semester.	Weekly journals linked to the RIPTS analyzing observation/participation and describing how the diversity of the class affected the overall lesson. Students design and implement 16 lesson plans, design a 6 lesson unit plan including both informal and formal assessments, prepare a case study and lesson plan reflections.
Spring	KIN 315 Supervised Experience-Physical Education in the Secondary School	Description: KIN315 – 1 credit hours supervised field experience at the secondary level. Candidates assigned in small groups (1-2) to secondary school Physical education programs. Purpose: to give potential PE teacher candidates teaching experiences at the secondary (high school or middle school) level. Candidates are required to actively engage in planning and instruction, reflection on lesson and unit plans, assessment of student learning, student motivation and management, and communication and collaboration with cooperating teachers.	A minimum of 40 hours on site over one semester.	Weekly journals linked to the RIPTS analyzing observation/participation and describing how the diversity of the class affected the overall lesson. Three lesson planning required. Lesson plan reflections Peer evaluations Case study Unit plan contains 6 lesson plans
Spring	KIN 309 Supervised Experience in Health Education	Description: KIN 309 - 1 credit hours supervised field experience at the secondary level in a health education setting. Purpose: to give potential health/PE teacher candidates teaching experiences at the secondary (high school or middle school) level in health education only. Candidates are required to actively engage in planning and instruction, reflection on lesson and unit plans, assessment of student learning, student motivation and management, and communication and collaboration with cooperating teachers	A minimum of 40 hours on site over one semester.	Weekly journals linked to the RIPTS analyzing observation/participation and describing how the diversity of the class affected the overall lesson. Three lesson planning required. Lesson plan reflections Peer evaluations Case study Unit plan contains 6 lesson plans

Fall	KIN 410 Adapted Physical Education	Description: KIN410 - 1 credit hours adapted aquatics. Candidates assigned a child or “athlete” with disabilities from the community, with whom they will work for the entire semester. Every week, the Candidates need to establish a physical activity program for their athlete taking into consideration his/her disability. Purpose: to provide hands-on experience in working with students with physical, cognitive, or learning disabilities	20 hours on site over one semester.	Weekly physical activity program with learning and assessment tasks linked to the RIPTS e.g. Assessment Report and IEP.
Spring	KIN 430 Adapted Aquatics	Description: KIN430 - 1 credit hours adapted aquatics. Candidates assigned a child or “athlete” with disabilities from the community, with whom they will work for the entire semester. Every week, the Candidates need to establish a physical activity program for their athlete taking into consideration his/her disability. Purpose: to provide hands-on experience in working with students with physical, cognitive, or learning disabilities	20 hours on site over one semester.	Weekly physical activity program with learning and assessment tasks linked to the RIPTS e.g. Assessment Report, Communication Board and IEP.
Spring or Fall	KIN 486/487 Supervised Student Teaching in Elementary and Secondary School	: KIN 486 (Elementary) & 487 (Secondary) Student Teaching – 12 credits. Designed to be the capstone experience for the teacher candidate. Students teach 8 weeks in an elementary setting and 8 weeks in a secondary setting for a total of 16 weeks. Purpose: To become independent Physical Education teachers in terms of planning and teaching, assessment of diverse learners, and formulating lessons based upon a solid knowledge of Physical Education Pedagogy.	16 weeks (8 elementary and 8 secondary) Full school days.	Assessment of Student Learning Task linked to RIPTS. Unit planning and self-reflective journaling

**MUSIC OVERVIEW OF CLINICAL EXPERIENCE**

Term	Course # and Name	Clinical Experience (Description and Purpose)	Length of Clinical Experience	Resulting Product(s)
Spring	EDC 250: Supervised Preprofessional Field Experience	Supervised early field experience at the elementary level in an urban setting. Urban music classrooms in Providence, Pawtucket and Newport.	One semester (22 hours from 1 day/week visits)	Reflective journals that require students to a) analyze classroom visits by connecting teaching and learning to specific RIPTS b) reflect upon classroom events by citing key components of the SOE Diversity Vision, focusing on—but not limited to—ethnicity, race, and language. c) using best practices handout, evaluate what strategies they used to support musical literacy skills when engaging with ethnicity/race and ELL learner(s).
Fall	MUS 341: Field Experiences in Music Education	High School or Middle School music programs throughout the state. Supervised field experience and seminar for students to observe music teaching practices (instrumental and/or choral) in music-teaching settings and apply methodology.	One semester (22 hours from 1 day/week visits)	Weekly journals linked to specific assigned RIPTS (4, 6, 9 & 10) by analyzing observation & participation of mentor & students. Each journal must also describe how the diversity of the class affected the overall lesson and how rehearsals were accommodated for special learners. Some lesson planning required.
Fall & Spring	EDC 484: Supervised Student Teaching	Student teaching – 12 credits. Designed to be the capstone experience for the teacher candidate to become independent music teachers in terms of planning and executing ensemble rehearsals, classroom.	Students teach 8 weeks in an elementary setting and 8 weeks in a secondary setting for a total of 16 weeks.	<ul style="list-style-type: none"> <li>- Assessment of Student Learning Task linked to RIPTS.</li> <li>- Journals</li> <li>- Technology Assessment Task</li> <li>- Videotape of teaching (2)</li> <li>Final Student Teacher Evaluation</li> <li>.</li> </ul>