



## Internship Clinical Practice

Internships provide teacher candidates with hands-on experience in real classrooms while also being supervised by on campus faculty. They learn to manage a classroom, adapt to individual student needs, and apply developmentally appropriate teaching practices. This practical exposure complements theoretical knowledge gained in coursework. Interns work in authentic clinical settings, allowing them to observe and participate in actual teaching scenarios. This exposure helps them understand the complexities of teaching, including diverse student backgrounds, learning styles, and classroom dynamics. Supervision by experienced mentor teachers and quality methods instructors provides valuable feedback, guidance, and support. Internships are completed before the student teaching clinical experience.

## Internship Requirements

Elementary Education <ul style="list-style-type: none"><li>• Literacy/Social St.</li><li>• Math/Science</li></ul>	Takes place in a general education K-6 classroom with a licensed Elementary Education teacher. Requires 60-hours of classroom observation time over the course of the semester.
Early Childhood Unified <ul style="list-style-type: none"><li>• Infant/Toddler</li><li>• Preschool</li><li>• K-3 Primary Grades</li></ul>	Takes place in a state licensed childcare facility (excluding home-based daycares) and supervised by a lead qualified teacher, or an accredited school institution with a licensed professional teacher. Each internship is 40 hours of observation time over the course of the semester.
Special Education	Takes place in a high incidence resource classroom setting in which students are learning with Common Core Standards with a licensed special education instructor. This internship is 40-hours of observation time over the course of the semester.

## Mentor Teacher Qualifications

- Holds a professional license related to the subject or grade level of observation.
- Minimum two (2) years' teaching experience.
- Desired skills: observant, provides constructive feedback, works collaboratively with others, etc., and exemplifies excellence by demonstrating a positive impact on student learning.
- Continued professional growth should be evident.
- Should provide a classroom environment which is diverse in learning experiences.



## Secondary Education Clinical Practices

Candidates engage in authentic classroom settings, allowing them to actively participate in real teaching scenarios. Through this experience, they gain insights into the complexities of teaching, including diverse student backgrounds, learning styles, and classroom dynamics. The guidance and support provided by experienced mentor teachers and quality methods instructors guides the candidates in this journey. Both clinical practices are completed before the student teaching clinical experience.

## Secondary Education Clinical Practice Requirements

Early Field Experience	Observation only clinical experience for Secondary Education teacher candidates in which pedagogical skills like management of a classroom are practiced in an authentic clinical setting are observed.  20 hours 7-12 general education with content area licensed teacher (PE, Art, Music, & Modern Language may be placed K-12)
Secondary School Experience	Clinical experience for Secondary Education teacher candidates in which pedagogical skills like management of a classroom, adjusting for individual student needs, and accommodating and/or modifying curriculum for special education students are practiced in an authentic clinical setting under the supervision of a mentor teacher and quality methods instructor.  25 hours 7-12 general education with content area licensed teacher 15 hours special education with SPED licensed teacher (PE, Art, Music, & Modern Language may be placed K-12)

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## Student Teaching Experience

The student teaching experience is a pivotal phase in the journey towards becoming an effective educator. It serves as a bridge between theoretical learning and real-world classroom application. During this period, aspiring teachers work closely with mentor educators, gaining hands-on experience in lesson planning, instructional delivery, and classroom management. This immersive environment allows them to develop a deep understanding of diverse learning needs and adapt their teaching strategies accordingly. The experience fosters reflection and refinement of teaching techniques, honing pedagogical skills. Collaborating with experienced educators provides valuable insights, guidance, and constructive feedback, contributing to professional growth.

## Placement & Requirements

Elementary Education	16-week placement in PK-6 general education classroom
EI Ed w/ SPED Minor	12-week placement PK-6 general education 4-week placement Special Education classroom.
Secondary Education	16-week placement in 7-12 classroom in major content area
K-12 Secondary PE/Art/Music/Language	8-week placement PK-6 general education classroom 8-week placement 7-12 general education classroom
Early Childhood Education	8-week placement Birth-age 4 8-week placement K-3 general education placement

## Expectations

- Teacher candidates are paired with a Cooperating Teacher to mentor during the student teaching semester.
- Candidates begin the first contract day of the semester and will participate every contract day of the school district until the Friday before FHSU Finals week.
- Cooperating Teachers mentor candidates daily and move through the following stages

Induction → Co-Teaching → Full Release of Teaching → Co-Teaching → Resume Teaching

- Cooperating Teachers complete KEEP and Disposition Evaluations
  - 16-week placement–2 KEEP Evaluations and 2 Disposition Evaluations
  - 12-, 8-, 4-week placements–1 KEEP Evaluation and 1 Disposition Evaluation
- University Supervisors are assigned to each candidate as a support and extension of FHSU.
- Complete end of term surveys to assist our department with continuous improvement