

Clinical Practice at a Glance

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| <p>How much clinical practice is required?</p> | <p>A total of 600 clinical practice hours are required “across the arc” of the teacher preparation program (clinical practice must be completed with coursework and as long-term student teaching). Up to 300 hours may be completed at a WASC accredited, approved private school</p> |
| <p>What counts as clinical practice?</p> | <ul style="list-style-type: none"> • “Examples of appropriate activities that may be included in the 600 clinical practice hours include: <ul style="list-style-type: none"> ○ Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching ○ Co-planning time, with veteran practitioners for lessons that the candidate will deliver, ○ Working with veteran practitioners, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students, ○ Time working with professional learning communities, grade level and department meetings.” • “Among activities that should not be included in the 600 hours are general lesson planning done independently by the candidate, or hours spent supervising extracurricular activities. In addition, mock instruction or observation of fellow candidates (and without TK-12 students) as part of a course would not qualify as part of the required 600 hours” • Since clinical practice must be under the supervision and guidance of a qualified/approved mentor teacher, time spent as a substitute teacher CANNOT apply toward the 600 hours |
| <p>What must occur before I begin clinical practice?</p> | <ul style="list-style-type: none"> • You MUST obtain clearance (TB negative and Certificate of Clearance) and submit documentation to the C&I office • You may only do clinical practice in districts/schools that have a current memorandum of understanding (MOU) with the university. This is non-negotiable. See the C&I website for a list of current partner districts/schools |
| <p>What should I do to arrange my clinical practice placements?</p> | <ul style="list-style-type: none"> • Carefully follow the instructions of the Student Teaching Director. The procedures vary depending on the specific district, school, and other factors. Finding and securing placements is a collaborative and complex process that requires approval from the Student Teaching Director, as well as district coordinators, principals, and mentors. • Communicate regularly with the Student Teaching Director <ul style="list-style-type: none"> ○ Use your La Sierra email address for communication with faculty/staff as well as districts and mentor teachers ○ Always copy the Student Teaching Director when emailing district coordinators and mentor teachers ○ Once your mentor teacher is finalized, you must inform the Student Teaching Director of the mentor teacher name, email, and school site |
| <p>How should I prepare for site visits?</p> | <ul style="list-style-type: none"> • Dress professionally and appropriately, arrive early, and always bring your driver’s license to the school office when you sign in |
| <p>What should I do during clinical practice?</p> | <ul style="list-style-type: none"> • Keep a record of the dates, times, locations, and main tasks (observing, working with small groups, teaching, etc.). Keep a separate log for each mentor teacher and obtain their signature following the completion of your hours with them. Ensure documentation is submitted to the C&I office at the end of the quarter. • Reflect meaningfully on what you observed and did during each school visit (written assignment usually required) • Additional tasks may be required depending on the course requirements • C&I provides a small token of appreciation to mentor teachers with whom you complete an entire 20 or 30 hour placement. Please ensure they complete the Stipend Request form and submit it to the C&I office • Every time you enter a school, you are on a job interview. Seek to make good impressions, to go beyond expectations, and get to know as many school personnel as possible and appropriate (networking) |

This at-a-glance document is not exhaustive. Please consult the Credential Handbook and the Student Teaching Director for more information about the clinical practice experience. Quotes were taken from CTC document “Guidance on Clinical Practice and Supervision of Teaching Candidates” currently available at <https://tinyurl.com/ycp8ano9>

| LSU Course | Placement Length | Observation and/or Teaching | All hours with one teacher? | Formal teaching evaluations required? | Focus/Purpose |
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| EDCI 414/520 Reading K-8 | 30 hours | Minimum 5 hours of teaching | Yes | Yes (2) | Literacy/reading/ELL (elementary, middle) |
| EDCI 418/527 Science and Health K-8 | 30 hours | Minimum 5 hours of teaching | Yes | Yes (2) | Science (elementary, middle) |
| EDCI 415/521 Mathematics K-8 | 30 hours | Minimum 5 hours of teaching | Yes | Yes (2) | Mathematics (elementary, middle) |
| EDCI 410/510 Classroom Management | 30 hours | Minimum 5 hours of teaching | Yes | Yes (2) | Classroom management (elementary or middle/high) |
| EDCI 419/518 Reading in the Content Area | 30 hours | Minimum 5 hours of teaching | Yes | Yes (2) | Literacy/reading/ELL (in credential subject) |
| EDCI 429/529 Middle School Theory & Practice* | 30 hours + 3 hours with SME | Minimum 5 hours of teaching | Yes | Yes (2) | Middle school level (in credential subject) |
| EDCI 430/530 Secondary Theory & Practice* | 30 hours + 3 hours with SME | Minimum 5 hours of teaching | Yes | Yes (2) | High School level (in credential subject) |
| EDCI 464/564 Special Education in the General Classroom | 20 hours | Observation | No (one teacher preferred) | No | Special education/inclusion |
| EDCI 416/522 Language and Literacy K-8 | 20 hours | Observation | No (one teacher preferred) | No | ELA/Literacy/ELL (elementary level) |
| EDCI 416A/522A Language and Literacy 9-12 | 20 hours | Observation | No (one teacher preferred) | No | ELA/Literacy/ELL (in credential subject) |
| EDCI 417C/523C Culture, Society, and Ethics | 20 hours | Observation | No | No | Culture/diversity/societal issues/general social science |
| EDCI 413/516 Technology in Education | 10 hours | Observation | No | No | Educational technology use |
| EDCI 204/502 Teaching in the Multicultural Classroom | 10 hours | Observation | No | No | General |
| EDFO305/EDCI 507 Psychological Theories of Instruction | 10 hours | Observation | No | No | General |
| EDCI 524/524/525/457/556/557 Student Teaching Seminar | 420+ hours | Minimum 4 weeks responsible for all instruction | Typically two placements, one mentor teacher per placement | Yes (6+) | Fully responsible for a classroom (with mentor supervision and guidance) |

* EDCI 429/529 and 430/530 require a minimum of three separate meetings (at least three hours in total) with an appropriate Subject Matter Expert (SME). This is separate from the 30 hours spent with a mentor teacher.