

**Elem Ed 360 Clinical Experiences in Teaching  
and Classroom Management (All sections)  
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**Course Description:**

The course includes pre-student teaching experiences in elementary classrooms which provide students with opportunities for guided observations of teaching and classroom management strategies as well as planning, teaching, and assessing lesson and unit plans in core academic subjects. Students must reflect on and learn from their teaching and assess their growth in meeting the ten InTASC teaching standards. The concurrent seminar focuses on different frameworks and models to build classroom community, a positive classroom climate, and a safe learning environment. Students complete Teaching and Learning 360 Clinical Experiences in Teaching and Classroom Management concurrently with Teaching and Learning 316 Teaching Science and Environmental Education in the Elementary and Middle School, Teaching and Learning 317 Teaching Social Studies PK-8, and Teaching and Learning 384 Teaching PK-8 Mathematics.

**Prerequisites:** Admission I, Teaching and Learning 380, Teaching and Learning 311, Literacy and Language 305, Educational Leadership and Policy 302, and Educational Leadership and Policy 325.

**Credits:** Three

**InTASC Standards Met:** Standard 3 Learning Environments

**Course Objectives/Expectations:**

The course meets the Department of Public Instruction requirements for pre-student teaching experiences as described in PI34. The requirements are:

- The program shall require onsite supervised pre-student teaching clinical experiences, which are developmental in scope and sequence and occur in a variety of school settings.
- The pre-student teaching experiences shall result in students demonstrating knowledge and understanding of the PI34.02 Teaching Standards.
- Successful performance shall be measured using both of the following: at least two written evaluations of each student based upon observations by the cooperating teachers or by the SCD supervisor and the student portfolio.

Specific objectives/expectations for the clinical experience:

- Clinicians will prepare and teach lessons and units in science, social studies, and mathematics which are designed for the students in their clinical placement.
- Clinicians will utilize meaningful technology in their lessons which enhance their lesson goals, engage students in learning, and meet students' needs.
- Clinicians will differentiate instruction to meet the needs of their students, including those with special needs and English learners.
- Clinicians will assess students' learning as a result of their teaching, include differentiated assessments based on students' needs, and reflect on, evaluate, and learn from their teaching.
- Clinicians will observe, analyze, and, when appropriate, utilize their cooperating teacher's classroom management strategies and reflect on their effectiveness in terms of preventing disruptive behavior, intervening when problems occur, and developing classroom community and prosocial behaviors among students.
- Clinicians will record important ideas on their classroom management log from different classroom management frameworks and models, such as Conscious Discipline, PBIS, and Love and Logic. With their cooperating teachers' approval, they will apply appropriate approaches in their clinical placements and reflect on their effectiveness in terms of developing community, a positive classroom climate, students' prosocial skills, and maximum use of academic learning time.

**Attendance/Tardiness Policy:**

Students are expected to attend promptly all classroom management seminars and all observation/assistance and teaching days in their clinical placement. If serious illnesses or emergencies arise which prevent students from attending classroom management seminars, they must contact their clinical supervisor to arrange to complete make-up work for missing any seminars. If serious illnesses or emergencies arise which prevent students from going to their clinical placement, they must contact their cooperating teacher, clinical supervisor, and teaching partner to let them know in advance of their absence. They must also arrange with their cooperating teacher to make up the time missed in their clinical placement.

**Required Textbooks:**

Bailey, B. A. (2000). *Conscious discipline: 7 basic skills for brain smart classroom management*. Oviedo, FL: Loving Guidance.

Handouts for seminars will be sent to students during the semester.

**Course Requirements and Grading:**

The Clinical Experiences in Teaching and Classroom Management is a pass/fail course and the final grade will be a cooperative decision between the cooperating teacher and clinical supervisor. The pass/fail grade will be determined by the clinician's demonstration of adequate progress on the performance criteria identified on the "College of Education and Human Services Field Experience Evaluation Form" which are aligned with the InTASC standards, the Wisconsin Educators standards, and the college conceptual model. The clinician's performance must indicate a readiness for student teaching.

1. Clinicians must complete a classroom management log in which they identify and evaluate strategies for preventing student behaviors which may interfere with the creation of a positive classroom climate and a safe learning environment. They must also identify and evaluate strategies for intervening with students immediately to address behaviors which may not be conducive to the creation of a positive classroom climate and a safe learning environment. In addition, clinicians must identify and evaluate strategies to educate and promote students' long-term development of pro-social skills in order to develop a positive classroom climate and a safe learning environment.

2. Clinicians must prepare a classroom management philosophy in which they describe the overall purpose and outcomes of classroom management and steps they will take to meet their goals.

3. Clinicians must complete a self-evaluation of their clinical teaching experiences in which they assess their performance on the InTASC standards on the "College of Education and Human Services Field Experience Evaluation Form" This self-evaluation will become part of the clinicians' Admission to Student Teaching stage of their Professional Education Program portfolio.

4. Clinical supervisors will complete at least one written observation/evaluation of each teaching team or clinician teaching a science unit with meaningful integration of mathematics and another when clinicians teach a unit focusing on social studies with meaningful integration of science, literacy, and/or mathematics. Cooperating teachers are also encouraged to provide oral and/or written on-going evaluations of clinicians' teaching.

5. Both the cooperating teacher and clinical supervisor will prepare a final written evaluation of the clinical experience for each clinician. These evaluations will become part of the clinicians' Admission to Student Teaching stage of their Professional Education Program portfolio. The clinicians may also select other assignments from their Clinical Community B methods classes for inclusion in the Admission to Student Teaching stage of their Professional Education Program portfolio.