EPI 0940  Clinical Experience in the Teaching Profession

Course Description: This is the second of the two field experience courses that are the culmination of the Educator Preparation Institute Program. The student will conduct observations of the teacher and will develop and teach a unit lesson in a P-12 setting. The student will utilize the previous formal classroom observation and actionable feedback on their lesson plans and mini teaches to improve their effective instructional teaching practices. The student will be formally observed. 30 hours of clinical experience are required. (2-hour lecture)

<table>
<thead>
<tr>
<th>Course Competency</th>
<th>Learning Outcomes</th>
</tr>
</thead>
</table>
| **Competency 1**: The student will create a unit plan by reformatting lesson plans already developed by: | • Communication  
• Critical thinking  
• Information Literacy  
• Ethical Issues  
• Environmental Responsibility |
| 1. Ensuring alignment of instruction of state-adopted standards at the appropriate level of rigor.  
2. Sequencing lessons and concepts to ensure coherence and cohesion as a unit.  
3. Reexamining learning experiences to ensure that students demonstrate a variety of applicable skills and competencies throughout the unit.  
4. Verifying appropriate formative and summative assessments to monitor progress and ensure mastery. | |
| **Competency 2**: The student will conduct targeted observations of a cooperating teacher to gain additional skills in their teaching practices by: | • Communication  
• Critical thinking  
• Social Responsibility  
• Ethical Issues  
• Environmental Responsibility |

Updated Spring 2021
1. Analyzing the effective use of higher v. lower order questioning skills.
2. Analyzing teacher talk v. student talk.
3. Analyzing “wait time.”
4. Analyzing who gets called on- gender, diversity, etc.
5. Evaluating the use of differentiating instruction and its impact.
6. Evaluating the learning environment to ascertain an appreciation for diversity and its conduciveness to learning.
7. Evaluating how the teacher engages disenfranchised students.
8. Analyzing the use of effective praise statements.
9. Reviewing the IEP developed in EPI0945 to focus on teaching skills for improvement.

**Competency 3:** The student will deliver the unit plan by:

| • Communication   |
| • Information Literacy       |
| • Cultural / Global Perspective |
| • Ethical Issues    |
| • Environmental Responsibility |

1. Accessing an approved M-DCPS classroom.
2. In conjunction with the cooperating teacher, scheduling the unit delivery.
3. Utilizing actionable feedback, teach the unit.
4. Utilizing research-based best practices for formative and summative assessment during lesson.
5. Assessing the learner’s gained knowledge using a high-quality teacher-developed test.
6. Reflecting on faculty feedback for improvement of the unit.
7. Reflecting on faculty feedback for improvement of the unit.

**Competency 4:** The student will consistently demonstrate improvement, responsibility and ethics by:

| • Communication   |
| • Numbers / Data |
| • Critical thinking |
| • Cultural / Global Perspective |
| • Ethical Issues    |

Updated Spring 2021
1. Designing purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs.
2. Examining and using data-informed research to improve instruction and student achievement.
3. Collaborating with the home, school, and larger communities to foster communication and to support student learning and continuous improvement.

**Competency 5:** The student will demonstrate high moral standards in the community by:

- Social Responsibility
- Ethical Issues

1. Adhering to the Code of Ethics and Principles of Professional Conduct of the Education Profession pursuant to State Board of Education Rules 6B-1.001 and 6B-1.001 and 6B-1.006, FAC.
2. Fulfilling the expected obligations to students, the public, and the teaching profession.