**3c. Policies, practices, and data on candidate placement**

**Initial and Undergraduate Programs**

***Early Childhood Learning Community: Prekindergarten Associate and Bachelors’ Completion Program***

*Student teaching*: Candidates work with preschoolers in an early childhood setting. This is the first of two preschool experiences in a classroom setting. This course focuses on student interaction skills with children and examines how she/he uses communication and effective guidance strategies to promote children's self esteem and prosocial behavior and managing an effective and positive learning environment. This course also requires students to observe children, plan, and implement curriculum that is both individually and developmentally appropriate.

*Prekindergarten Internship:* 200 hours of in-class practice will be completed. In addition, videotaped documentation will be a reflective tool used in this course for students, mentors, and supervisors. This course requires students to work with preschoolers in an early childhood setting. This is the second part of the preschool experience sequence. This course emphasizes development of interactive learning that stretches across curriculum areas. Students are expected to assume and manage the full range of teaching and care giving responsibilities for a group of preschool children. It is an expectation that students will produce a portfolio that represents a culmination of their teaching experiences throughout the degree program. This course requires access to a preschool classroom, where students complete 200 hours of in-class practice. In addition, videotaped documentation will be a reflective tool used in this course for students, mentors, and supervisors.

***Early Childhood Education Initial Licensure***

Candidates are engaged in a series of sequential, developmental field experiences. All supervisors meet licensure standards, and have at least five years of successful experience with working with young children. Each candidate has at least one urban experience.

*Five Preschool Practicum, Autumn Semester, ECE3012 3 Credits 1/2 Days – 3.5 hours M-F, 15 weeks 245 Hours per semester:* Candidates will be placed in preschool classrooms for 15 weeks. Three times during the semester students will spend one half day in a practicum seminar to discuss practicum issues regarding professionalism, communication/management, and curriculum planning. During the semester the university supervisor will conduct two scheduled observations for each candidate. Following the observation the supervisor and candidate will meet to discuss the observation and set goals for the candidate, which will lead to successful completion of the placement. The supervisor will communicate with the mentor about any concerns and will work collaboratively as needed. The university supervisor will provide constructive written feedback on each assignment, which will then be saved by the candidate in his/her practicum notebook. The candidate will develop and implement several curriculum assignments during the semester. Students will also submit CALS and personal reflections – alternating each week. The semester will culminate in a week of lead teaching.

*Kindergarten Practicum, Spring Semester ECE 3022 3 Credits 5 Half days (3.5 hour) a week , M-F, 13 – 14 weeks (depending on placement’s spring break) 227-245 Hours per semester:* Candidates will be placed in kindergarten classrooms in urban districts for 13-14 weeks of the semester. Two candidates will be paired in each classroom with a master mentor teacher. Three times during the semester candidates will spend one half day in a practicum seminar to discuss practicum issues, particularly those specific to urban classrooms. Assignments for candidates will alternate weeks of:

* Developing and implementing a specific curriculum lesson plan, followed by discussion of a CAL, with mentor teacher
* Writing a personal reflection paper on topics related to diversity and urban initiatives.

Each assignment will be submitted to the university supervisor. Supervisors will provide constructive feedback and return assignments to the candidate, who will place them in his/her practicum notebook.

During the semester the university supervisor will conduct two scheduled observations for each candidate. Following the observation the supervisor and candidate will meet to discuss the observation and set goals for the candidate, which will lead to successful completion of the placement.

*Primary Practicum - Grades 1-3: Monday through Friday full day (7.5 hours) for first 2 weeks (plus week or two prior for set up classroom/opening of field school); then all day Monday and Tuesday for following 13/14 weeks (based on school holiday break) a week for a minimum of three weeks; supervision includes two contacts after orientation.*  Candidates will gain experience with opening a classroom for a new school year, lesson planning, working with whole groups of students, small groups, and individual students. Candidates will gain experience with classroom management strategies, curriculum mapping and unit planning, teaming with a mentor and professionalism. Reflection and communication will be a focus and each candidate will complete a CAL bi-weekly with his/her mentor paired with topical personal reflections on opposite weeks. Candidates will write and implement one whole group lesson per week. They will gradually work towards responsibility for teaching half the day’s instruction on M/T working from the mentor’s plans. Candidates will maintain an Internship Notebook.

The supervisor will make contact with the candidates at least five times per semester. Two of these will be visits where a formal observation and conference will occur. The supervisor will keep regular contact with the candidate, as needed, through email and phone. Supervisors will also visit during the Practicum portions to review the candidates’ Internship Notebooks. If intervention is needed, the supervisor will create an action plan in coordination with the mentor and candidate. Further formal observations may be necessary under these circumstances. Supervisors will review and grade all related field assignments. The written observations will be submitted to the field coordinator at the end of Internship.

*ECE Internship Grades 1-3: M-F Full day (7.5 hours) 14 weeks in the Primary practicum site. The course takes place in the same primary (grades 1-3) classroom as Primary Practicum and Opening School.*

Internship is a full time continuation of the fall semester field experience. Candidates will use the experience with lesson planning, working with whole groups of students, small groups, individual students, classroom management, etc. during Primary Practicum to phase into 6 weeks/30 days of lead teaching responsibility. Reflection and communication will be a focus and each candidate will complete a collaborative assessment log (CAL) weekly with his/her mentor. Candidates will write and implement lessons for all time they are responsible for implementing instruction. They will gradually work towards responsibility for teaching all day and then phase out at the end of the 14 weeks of the semester. Using the weekly CALs as a guide, candidates, mentors and supervisors will have a collaborative meeting at the end of the quarter to create a Pre Service Goal Setting Agreement for each candidate. Candidates will maintain an Internship notebook.

The supervisor will make contact with the candidates at least five times per semester. Two of these will be formal observations. One of the formal observations and conference will occur during full time lead teaching. Supervisors will meet with candidates and mentors to develop a Pre Service Goal Setting Agreement. The supervisor will keep regular contact with the candidate, as needed, through email and phone. Supervisors will also visit at the end of the semester to review the candidates’ Internship Notebooks. If intervention is needed, the supervisor will create an action plan in coordination with the mentor and candidate. Further formal observations may be necessary under these circumstances. Supervisors will review and grade all related field assignments. The written observations will be submitted to the field coordinator at the end of Internship.

Each field placement listed is completed in one semester; primary practicum, and internship are completed in the same classroom.

***Middle Childhood Education***

*Year one experience, SPED-1001*, Individuals with Exceptionalities, requires candidate to spend ten hours in a diverse field setting.

*Mid Collegiate Experience, MDL-2001*, Introduction to field experience, requires the candidate to spend a minimum of 15 hours at the field school over the course of the semester. Students will learn initial middle school concepts and experience middle school classroom in an urban setting. Student will collect data regarding a school’s state report card results, socio-economic data, and building rules and policies for teachers and students. During site visits, student s will observe and interview classroom teachers, students, and building personnel to learn how urban schools work.

*Field Practicum I, MDL-4000,* is the first of two required practicum experiences for middle childhood education students. School placement in a middle grades classroom will be made by the field service office. Teacher candidates will be in a host school for a minimum of 75 hours over the course of the semester.

*Field Practicum II, MDL-4010*, is the second of two required practicum experiences for middle childhood education students. School placement in a middle grades classroom will be made by the field service office. Teacher candidates will be in a host school for a minimum of 75 hours over the course of the semester.

*Student Teaching, MDL-6010* is the final student placement in the field where candidates will assume full responsibility for a middle grade classroom under the supervision of a mentor teacher. School placements will be made by the files service office. Teacher candidates will be in host schools for the required teacher work day. As a result of Field Practicum I and II and Student teaching, the candidate will be able to:

* Enact the professional dispositions necessary to become an effective middle grades teacher.
* Apply best teaching practices.
* Describe essential knowledge about a disciplinary subject field, curriculum integration, and technology.
* Enact a commitment to working with children who are diverse in learning style, ethnicity, language, gender, and/or age.
* Discuss teaching practice.
* Think critically, solve problems and work collaboratively with children, families and other professionals.

***Secondary and Multiage World Languages Programs***

*First and second field experiences (SEC 4025/7025 and SEC5026/7026)* are each 75 clock hours in grades 7-12 classroom, with support from a mentor and university supervisor. One of these two experiences must be in an urban setting. All mentoring conversations (at least every two weeks) are recorded on a Collaborative Assessment Log. At the conclusion of each of these experiences, the candidate completes a pre-service goal setting agreement with his or her supervisor. This activity provides the candidate with a means of focusing on specific teaching skills, strategies, and dispositions.

*Student teaching* is full time one semester or half time for two semesters. All mentoring conversations (at least every two weeks) are recorded using Collaborative Assessment Logs. During this student teaching the Teacher Performance Assessment is conducted. This experience is at least 300 clock hours. University supervisors support the mentor teacher in efforts to help candidates developing pedagogical knowledge and skills and dispositions.

*English/Language Arts Grades 7-12 Licensure* candidates complete an additional 75 credit field experience in literacy experiences and teaching reading to students in a partner high needs school.

***Intervention Specialist Initial Licensure***

Candidates complete field and clinical experiences that are sequential and supervised. All supervisors have met licensure standards, and have at least 5 years of successful experience with working with students with mild to moderate educational needs. All candidates – baccalaureate at both sites and post-baccalaureate – complete the same experiences. These sequential experiences for the initial program at both sites and the post baccalaureate/masters program for individuals seeking an initial license include:

*Assessment and Curriculum Planning:* Campus based course taught using video case studies. This course is the foundation course in which students learn assessment strategies for working with students with significant needs. Using video case studies, students write present levels and then develop goals and objectives aligned to the Common Core Standards. This is the foundation of the instructional strategies and teaching reading and writing two courses. Number of hours: 3 credit hours

*Instructional Strategies:* Field based course in which students participate in didactic instruction and hands on practicum experiences for four hours each week. The course instructors model strategies during class, and candidates them work with students practicing the strategies. Number of hours each week: 4, 8 hours when combined with Teaching Reading and Writing II. Supervision: Coaching and mentoring by instructors.

Assignments:

* Applied case study in which candidates conduct assessments related to communication and literacy, develop systematic teaching plans to teach identified goals and objectives, and implement structured teaching strategies to support learners with significant disabilities.
* Collaborative video reflection in which candidates videotape their teaching twice per quarter. In small groups of four, candidates reflect on the effective and ineffective teaching strategies (what worked well and areas for improvement) in the videos, discuss their critical learning, and identify next steps.

*Teaching Reading and Writing II:* Field based course co-taught with the Instructional Strategies Course. Instructors model reading assessment and instructional strategies for supporting individuals with significant disabilities during the didactic portion of the class. Candidates then work with students practicing the strategies while the instructors provide ongoing coaching and supervision.

* Assignments: See above, Instructional Strategies
* Number of hours each week: 4, 8 when combined with Instructional Strategies
* Supervision: Coaching and mentoring by instructors

*Teaching Associate*: The Practicum Candidate experience is the first field placement for our undergraduate and post graduate teacher education candidates. The purpose of this experience is to help candidates begin to understand children, disabilities, and the role of the Intervention Specialist. Candidates are expected to interact with the students as directed by their Cooperating Teacher and University Faculty. Candidates assist students with activities either individually or in small groups. This experience provides the Practicum Candidate the opportunity to become comfortable in schools and to begin to understand the impact of a disability on school success.

* Number of hours each week: Students complete their practicum in a variety of urban schools. 1st year cohort students complete 60 hours per quarter (6 per week) during the fall quarter. They complete an additional 30 hours (3 per week) during the winter quarter. This year 2nd year cohort students complete 30 practicum hours during the winter quarter as well.
* Supervision: Two university supervisors are assigned to each school site each quarter. The supervisors establish contact with the mentor teachers, facilitate Collaborative Assessment Log meetings and assist the practicum students as they complete professional goal setting using the Pres Service Teacher Goal Setting Agreement.

*Internship:* The special education student teaching experience is the culminating field experience which allows our teacher education candidates the opportunity to integrate the role of the intervention specialist in the school setting. During this experience the student teacher, with supervision, should gradually assume the range of responsibilities required of the intervention specialist. These responsibilities should extend beyond classroom teaching and include all aspects of the intervention specialist’s role in the school. This would include collaboration with general education colleagues, team building, instructional and methodological consultation to teachers and administrators, parent conferencing and other relevant activities. Many children with disabilities are included in general education academic classes and the special education student teacher must understand and practice collaborative skills needed to support inclusive practices. Each candidate is also assigned a university supervisor who will observe the intern and also assist the intern and mentor teacher through this process. Number of hours each week: Candidates complete 12 full time weeks of student teaching internship during the fall quarter of their 2nd cohort year. This is typically 35 hours a week for 12 weeks. During the spring quarter, interns complete 10 full time weeks of teaching. This again includes 35 hour weeks for 10 weeks. Supervision: Supervisors visit each intern 3 times during the quarter. They meet with the intern and the mentor teacher during the planning period and facilitate communication using the Collaborative Assessment Log. Supervisors also assist the intern with professional goal setting using the Pre Service Teacher Goal Setting Agreement as the format.

***Woodrow Wilson Fellows***

*Summer Field Experience:* During this summer field experience, Fellows will work with rising HS freshman in the Freshman Challenge Program at UC and the Cincinnati Nature Center. The 60 students selected to participate in this program are considered at risk of dropping out of school by their local school district, so this program provides extra academic and social support for the students to keep them connected to school. Students who complete the program successfully are awarded one of HS science credit. Each Fellow will serve as a mentor to a small group of students in the program, particularly with their digital backpack projects. Simultaneous to working with the Freshman Challenge Program, Fellows will be taking EDST 737 Human Development: Adolescent and will be able to use their experiences working with the students to connect with content and learning activities in the course work. At the conclusion of the Summer Field Experience the Fellows will have an emerging understanding of: how students engage with and talk about science content; how motivation and interest impacts student learning; how teachers plan instruction for individuals and groups of children and active learning experiences are structured. The linked summer field experience and course will provide Fellows with a variety of field trips to local educational resources they can draw on when they are teaching, such as the role of the Teen librarian in the Public libraries, the nature center, the zoo and museum center. Total early field experience hours 75.

*Clinical Experience – August 15 to late May or early June* Fellows will be placed in one of four schools with three to five other teaching Fellows, creating a school-based learning community. Fellows will be placed with selected mentors who will be part of the school-based learning community with the Fellows. Fellows will spend two full days (Monday and Tuesday) at their clinical sites and a minimum of half day for the remaining three days of the week. Staying in one location allows Fellows to be fully embedded in the school community and lives of the students in their classes. During the year-long clinical experience, Fellows will be scaffolded into the role of a teacher, taking on increasing responsibility as the year progresses. The quarters described are those used by the public schools.

*In the first quarter (8/18 – 10/14),* Fellows will be active participant observers in their mentors classes and school. They will work with their mentor to plan instruction, work with small groups of students, prepare laboratory or other active learning experiences, but also take time to focus on listening and learning from the students. This first quarter also provides the Fellows with the opportunity to understand how schools are governed and organized, how classroom routines and procedures are established, and the relationship between students’ home lives, school lives, and school curriculum. During this quarter in addition to the field experience Fellows will complete the two remaining modules for The Role of Teachers in a Democratic Society and final module for Improving Instructional Effectiveness.

*In the second quarter (10/17 – 12/20),* Fellows will take on more classroom responsibility including teaching full class instruction of lessons co-planned with their mentors. Fellows will video-tape themselves teaching and be prepared to share their tapes with their school learning community. By the end of the quarter Fellows should be comfortable planning lesson independently of their mentors, but work with the mentors to support their development of formative assessments to guide future instruction within a unit. At the conclusion of this quarter the Fellows will have completed the courses Classroom Management, Addressing Diversity in the Classroom and their first Content Area methods course.

*Quarters 3 & 4 (1/3/2012 – 6/8*), in these two quarters (or a public school semester) Fellows should be ready to take on full teaching responsibilities for the hours they are in their clinical site (2 full days and 3 half days a week). This includes, lesson and unit planning; assessing, grading and reporting student learning; meeting with parents; preparing students for necessary exams and benchmark assessments; classroom management, and laboratory and materials preparation. The Fellows will be able to rely on their mentor teachers for support and guidance with these instructional activities, as well as the support of university supervisors and course instructors. Such that clinical demands are integrated into course work and assessments. The Fellows will also participate in a professional seminar which supports their preparation of their Teacher Performance Assessment (TPA) portfolio, resume development, interviewing and other topics as determined by the Fellows. The final courses required for licensing will be taken during these two semesters with assignments directly related to their teaching assignments and lesson and unit preparation that can be integrated back into instruction. These courses will include: Applied Technology in Engineering; Advanced Content Methods; Teaching, Reading, Writing and Learning Strategies, and Forces Shaping the Curriculum.

**Advanced and Other School Personnel Programs**

***Gifted Endorsement***

This practicum consists of an approved 75 hour field experience and an online seminar class. The field experience provides candidates an opportunity to practice the skills and demonstrate the appropriate dispositions for meeting the needs of students who are gifted, creative, or talented. Students apply theories and methods in the teaching of gifted, talented, or creative students in a classroom setting by engaging in teaching and action research activities. Teaching is self-evaluated by the student, and reviewed by the mentor and university instructor.

The seminar will place emphasis on deriving instructional recommendations from online discussion of readings, self-reflections, and teaching and assessment activities for gifted, talented, or creative students conducted as part of their action research project. The methodology of instruction will provide direct opportunities for students to apply constructs learned to their field experience. Participants will also develop, use, and publish lesson plans. Discussion and reflection about gifted instructional practices will be accomplished through journal writing, contemporary readings on gifted assessment and instruction for students, Prek to Grade 12.

***Early Childhood Education Grades 4-5 Generalist***

This course requires a 20-hour field experience in any educational setting that works with fourth and fifth grade students (it does not have to exclusively work with this age group; other ages may also be represented). You must make the arrangement yourself. Please advise cooperating teachers/supervisors to email me with any questions they might have. I encourage you to share a copy of this syllabus with them so they are familiar with the expectations of the course and can effectively support you in your field experience assignments.

***Curriculum and Instruction M. Ed.***

This field experience involves the study of teacher behaviors that influence the academic achievement of students.  Participants learn new effective pedagogy and implement one or more of the various strategies into their diverse clinical placements, gather data, and analyze the impact on student learning.  This clinical experience can be completed in a student's current work setting or in a arranged placement determined with their advisors. Students in the medical and advanced teaching master's degree programs must participate in the field experience prior to the completion of their degree.

***TESOL Endorsement***

Number of hours: 75 Students apply theories of instructional and evaluation methods in the teaching of English as a second language (ESL). Participants engage in supervised real-life field-practice, "virtual" field-practice through multimedia activities, and forum discussions.  Emphasis will be placed on deriving instructional and evaluation recommendations through critical discussion of readings, self-reflections on the ESL tutoring.

***Superintendent Clinical Internship Description***

All candidates preparing to become licensed superintendents through the University of Cincinnati Educational Leadership Program participate in a clinical or internship learning experience, referred to as the Superintendent Clinical Internship (SCI). The Superintendent Clinical Internship occurs over three consecutive quarters (18-EDLD-851,852,853). These courses provide significant opportunities for the candidate to engage in reflective practice as an administrator.

The Superintendent Clinical Internship addresses the National Policy Board for Administration Educational Standards (2002) (www.npbea.org/ELCC/ELCCStandards%20\_5-02.pdf) for advanced programs in educational leadership. SCI should be substantial, sustained, and standards-based in a real setting, and SCI should be planned, guided, and evaluated cooperatively by the candidate, the university professor, and the field site mentor who is a licensed, practicing superintendent. It is the responsibility of the candidate to secure a district site and the cooperation of the licensed practicing superintendent who will serve as a mentor during the SCI. Candidates are expected to (1) become familiar with the roles and responsibilities of the superintendent, (2) lead the planning, implementation, evaluation, and reporting of a project designed to improve education in a school, and (3) reflect upon her/his leadership, seeking meaningful improvement as an educational leader.

Pre-Placement: The first six weeks is considered "pre-placement" for the Superintendent Clinical Internship. Pre-placement written activities consist of two superintendent interviews, a superintendent shadowing experience, and a formal assessment of school needs. The candidate is considering possibilities for a professional practicing superintendent to be approached to accept the role of mentor. Project ideas are also being developed. No project work is to be completed during this phase. No project work can be added to the Log of Hours during Pre-Placement. There is ongoing journaling and discussion.

Placement: During week 6 the candidate submits three documents which are considered formal application for placement into a Superintendent Clinical Internship project experience. 1) SCI Project Contract 2) Candidate/Mentor Contact Information 3) Conference Call Form. The university faculty instructor will review these documents and conduct a conference call with the candidate and mentor. The candidate will adjust the contract to resolve any suggestions or concerns that came from the conference call, sign and date the SCI Project Contract and submit to the university instructor. The addition of the university instructor's signature and date on the contract indicates formal approval, acceptance and admission to internship. At this time, the mentor is provided training through a copy of the Educational Leadership Program’s Superintendent Clinical Internship Mentor Manual.

The internship formally begins when the SCI Project Contract is signed and dated by the university professor following the conference call with the candidate and mentor. The project may begin to be implemented at this time. A log of hours will be kept for all project activities and other leadership experiences. It is expected that the candidate devote nine (9) to twelve (12) hours per week on project and leadership related activities for six (6) consecutive months. This is the standard for professional educational leadership development programs. Our course design supports or exceeds this standard.

In the evaluation stage, the candidate assesses how and the degree to which the planned field experience goals for the school and for her/his professional development have been met. The evaluation is conducted according to the plan in the SCI contract developed in the planning stage. The results of the evaluation are reviewed, discussed, and agreed on by the candidate, the practicing administrator, and the university professor. The candidate presents a written report of the SCI project, including sections on the assessment stage, the planning stage, the implementation stage, and the evaluation stage. An electronic copy of the report will be sent to the mentor, the university professor, and the members of the candidate’s seminar group.

**Principal Clinical Internship Description**

The Principal Clinical Internship (PCI) is a required part of the university preparation program and is offered through collaborative efforts between the university and field sites. Through the PCI, the developing leader administrator has the opportunity to learn-in-doing. The primary goal of the PCI is to provide the student a quality learning experience which engages the student in the guided practice of educational administration and reflection on that practice.

All students preparing to become licensed principals through the University of Cincinnati Educational Leadership Program participate in the Principal Clinical Internship. The PCI course occurs over three consecutive quarters in the campus-based program and four consecutive quarters in the distance learning program, and provides significant opportunities for the student to engage in reflective practice as an administrator and building leader.

The Principal Clinical Internship addresses the National Policy Board for Administration Educational Standards (2002) for advanced programs in educational leadership. PCI should be substantial, sustained, and standards-based in a real setting, and PCI should be planned, guided, and evaluated cooperatively by the student, the university professor, and the field site mentor who is a licensed, practicing principal. Students secure a school site and the cooperation of the licensed practicing principal who will serve as a mentor during the PCI. Students are expected to (1) become familiar with the roles and responsibilities of the principal, (2) lead the planning, implementation, evaluation, and reporting of a project designed to improve education in a school, and (3) reflect upon her/his leadership, seeking meaningful improvement as an educational leader.

Pre-Placement: The first six weeks of the course are considered "pre-placement" for the Principal Clinical Internship. Pre-placement written activities consist of two principal interviews, a principal shadowing experience, and a formal assessment of school needs. The candidate is considering possibilities for a professional practicing principal to be approached to accept the role of mentor. Project ideas are also being developed. No project work is to be completed during this phase. No work can be added to the Log of Hours during Pre-Placement. There is ongoing journaling and discussion during this time.

Placement: During week 6 the candidate submits three documents which are considered formal application for placement into a Principal Clinical Internship project experience. 1) PCI Project Contract 2) Student/Mentor Contact Information 3) Conference Call Form. The university faculty instructor reviews these documents and conduct a conference call with the candidate and mentor. The candidate adjusts the contract to resolve any suggestions or concerns that came from the conference call, signs and dates the PCI Project Contract and submits to the university instructor (in person on campus, by fax or scanned document distance learning). The addition of the university instructor's signature and date on the contract indicates formal approval, acceptance and admission to internship. At this time, the mentor is provided training through a copy of the Educational Leadership Program’s Principal Clinical Internship Mentor Manual.

The internship formally begins when the PCI Project Contract is signed and dated by the university professor following the conference call with the student and mentor. The project may begin to be implemented at this time. A log of hours will be kept for all project activities and other leadership experiences. It is expected that the student devote nine (9) to twelve (12) hours per week on project and leadership related activities for six (6) consecutive months. This is the standard for professional educational leadership development programs. Our course design supports or exceeds this standard.

In the evaluation stage, the student assesses how and the degree to which the planned field experience goals for the school and for her/his professional development have been met. The evaluation is conducted according to the plan in the PCI contract developed in the planning stage. The results of the evaluation are reviewed, discussed, and agreed on by the student, the practicing administrator, and the university professor.

The student presents a written report of the PCI project, including sections on the assessment stage, the planning stage, the implementation stage, and the evaluation stage. An electronic copy of the report will be sent to the principal/mentor, the university professor, and the members of her/his seminar group.

***Middle Childhood Generalist Endorsement (additional area) :*** Candidates for this course have completed the middle childhood field and clinical experiences.

***Special Education Second License for Individuals Holding an Initial License***

*Internship:* Experience can be completed in the candidates own classroom if there is an appropriate population, a mentor is available, and the principal approves; must be diverse and serve students with mild/moderate educational needs; if the candidate's classroom is not appropriate, a placement is assigned by the field associate professor responsible for all placements in special education. 75 clock hours; Supervision: Candidate works with a cooperating teacher licensed in mild/moderate educational needs; submits a teacher work sample; submits a videotape of instruction for review by supervisor. This will be essentially the same model in the semester conversion system fall 2012.

Qualified supervisors are licensed teachers with a minimum of three years of teaching experience and often with experience with administrative roles. The work closely with the program field coordinator and attend regular meetings, at least once a quarter, to discuss program quality as well as reporting on candidate performance measures. Qualified cooperating teachers also have a minimum of three years of teaching, are recommended by their principal as highly respected teachers.

***Special Education Advanced M. Ed. (no license)***

The master’s license field experience is supported by online seminar completed during a candidate’s final year in the program. This seminar facilitates participants’ development of skills related to critical self-reflection as individuals and as professional educators. The purpose of project guidance is to support candidates in generating a research validated (evidence-based) project that supports the academic, life-skill, occupational, and/or social/emotional development of students. The design of the master’s project is to produce a well organized literature review reporting on the current status of literature-based knowledge about a topic. Candidates implement and collect data on their evidence-based practices in a classroom or service-delivery context. The teacher candidates build the necessary skills to conduct an applied evidence-based mater’s project. The project is a culminating work of the master’s program.

***School Psychology***

Across Years 1 and 2, students complete a minimum of 400 hours of planned/sequential field experiences, all associated with accompanying course work and faculty supervision. In Year 1, experiences begin with a 2-day orientation to the Program and to core skills for beginning field work, including training in DIBELS assessment and graphing so that students can begin tutoring in partner schools. Also in the fall, students complete several observation and shadowing experiences for integration into the profession and understanding of school contexts (18PSYC721 School Organizations and the Role of the School Psychologist). Throughout Year 1, students are in applied settings on a regular weekly basis to develop core skills in assessment, intervention, and data-based progress monitoring. Students also complete many in-class related practice and development activities, including videotaping, self-assessment, peer-assessment, and faculty assessment of consultation skills (18PSYC872 Consultation) and assessment skills (18PSYC841 Introduction to Intellectual Assessment; 18PSYC842 Academic Assessment; 18PSYC861 Foundations in Social/Behavioral Assessment and Intervention; and 18PSYC862 Academic Intervention)

In Year 2, students complete year-long (3 quarter sequence) Practicum experiences (18PSYC821,822,823 – School Psychology PracticumI,II,III and 18PSYC824,825,826 – Early Intervention Practicum I,II,III). These practica are comprehensive, progressive, and integrated across the school year. Students are placed with highly qualified school psychologists in local school districts using a service delivery model aligned with the Program philosophy (School Practicum) and in local (Northern Kentucky) Head Start Programs, under the supervision of a UC Faculty member and advanced Doctoral students (Early Intervention Practicum). In both practica, students provide a full range of services, across tiers of services delivery, under the close supervision of both the field-based supervisor and the UC faculty supervisor. The Practicum are purposefully integrated in that trainees follow cases through assessment, intervention, progress monitoring, and evaluation of outcomes. In addition, students complete more focused applied field experiences in School-based Behavioral Counseling (18PSYC853) and for Functional Assessment (18PSYC843).

In Year 3, students complete an additional 600 hours of supervised field experience in Advanced School Experience (18PSYC881,882,883)focusing on more specialized experiences in leadership domains, including systems-level change facilitation, supervision, and staff development. Students also complete a mentored experience in teaching during this year.

The doctoral Internship (18PSYC891,892,893) occurs in Yr 4 or 5 after completion of course work and consists of 1500 hours, full-time 10-month (or2000 hours for APA/APPIC internships). Doctoral students can complete either an Ohio Internship or a national internship). In Ohio, internships are state-approved, which includes a Program review, aligned with NASP Standards.