



Field Placement Office (PH-135)

Secondary Education and Youth Services (SEYS)

### **Initial Clinical Experience Informational Bulletin**

#### **Background Information**

The *Initial Clinical Experience* is a beginning student teaching experience at the middle or high school level. It is a collaboration between the Queens College Secondary Education and Youth Services Department (SEYS) and our community of partnership schools. The purpose of this partnership is to provide opportunities and support to enable aspiring teachers in our grades 7- 12 content areas to develop the knowledge, skills, and disposition needed to become an effective educator at the middle and high school levels.

#### **College Regulations**

- Students are required to spend 100 hours of classroom experience approximately 3.5 to 4 hours a day (approx. 3 periods) in an assigned school for four consecutive days per week for a minimum of ten weeks.
- Students are required to work in groups of two (2) according to their content areas.
- Students are required to meet with their QC site supervisor for 10 seminars to work on assigned tasks as indicated in the syllabus, and for conferencing as requested by their supervisor or cooperating teacher.
- Students are expected to teach 2 lessons or parts of a lesson in their content area which will be supervised by the Queens College site supervisor. In addition to this, students will observe their cooperating teacher(s) and spend time conferencing, planning, and participating in activities related to teaching.

**Holidays/Absences:** With regard to holidays, students are to follow the calendar of the public school / District where they are assigned. The only excused absences are for illness and when this occurs, the student is required to notify both the school and site supervisor in a timely fashion.

**Minimum Hours Required:** All students are required to complete **100 hours** by the end of the semester.

#### **Experiences in the Classroom**

Initial Clinical Experience (ICE) students are assigned a teacher, designated as the "Cooperating Teacher," who will take responsibility for the aspiring teacher's day-to-day mentoring and guidance. The student will complete **all** tasks as assigned by Site Supervisor and the Cooperating Teacher. These tasks may include but not limited to the following:

- 1) Working with individual and small groups of students
- 2) Observing classroom teaching
- 3) Assisting the cooperating teacher in activities related to lesson/unit planning and implementation
- 4) Completing SEYS fieldwork assignments in collaboration with the cooperating teacher and QC site supervisor
- 5) Actual classroom teaching with pre and post conferences with the QC supervisor and/or cooperating teacher

#### **Role of QC Supervisor**

A College Supervisor is a highly knowledgeable and experienced educator who will share responsibility with the Cooperating Teacher for the experiences of students in the classroom and school. The College Supervisor will observe students teach two lessons or parts of lessons in their content area. In addition, the Supervisor will maintain a weekly log of each student's attendance in collaboration with verification from the Cooperating Teacher, meet with students for weekly seminars and confer with the Cooperating Teacher to discuss students' progress and attendance, and will be available for additional conferences if special problems develop. The College Supervisor is the instructor of record and, as such, is responsible for grading student's work with input from the Cooperating Teacher.

### Role of Cooperating Teacher

A Cooperating Teacher is a reflective practitioner who can provide day-to-day mentoring to a student teacher helping him/her to put theory into practice and to reflect upon their performance. The College Supervisor supports that role by helping the student gain insight into teaching concerns of a broader nature than those of a particular school. Together, the College Supervisor and the Cooperating Teacher work collaboratively to help the aspiring teacher to prepare for teaching.

### Evaluation

The SEYS Department, Queens College, New York State Dept of Education, and National Accreditation Organizations, such as NCATE, which oversee our instructional programs, may ask individuals to validate important documentation concerning required certification experiences. Consistent with the accreditation process, the Cooperating Teacher and the College Supervisor complete evaluation forms as a record of the student's progress for the semester. These forms will serve as a worksheet from which the final evaluation is made. Although every College Supervisor is responsible for consultation with the Cooperating Teacher in arriving at final evaluation for the student teacher, college regulations stipulate the College Supervisor is responsible for making the final determination.

### Tuition Waiver

The Cooperating Teacher with major responsibility for mentoring an aspiring teacher will be issued a waiver of tuition for one 3-credit course to be used at any CUNY school. In accordance to CUNY policy the tuition waiver is not transferrable. It may be used within the subsequent three academic sessions (including the Summer session) of the semester it was issued.

#### **Initial Clinical Experience (ICE)**

Tuition Waiver earned	Time	Number of students	Duration of Placement	Programs
<b>1</b>	<b>100 hours/ semester</b>	<b>2</b>	<b>Minimum 10 weeks</b>	<b>All</b>