Over the years, faculty proposed several ideas to redesign clinical experiences, but none had yet proved to be sustainable.

We lose yet another clinical director, having had 3 in 3 years.

A newly formatted teacher advisory meeting is held, which leads to the development of the Experiential Teaching Advisory Board.

A Clinical Experiences task force is formed to resurrect previous ideas that could bring stability and intentionality to the program, especially in the wake of PELSB & AAQEP accreditation.

Mary is hired as new Director, as of May 9th, and begins to resurrect some of the previous ideas circulated to better align the Clinical program.

After vetting the changes with task force members, the Department Chair and the Dean, she spends the summer networking with regional district leaders and coordinating with Sabrina to implement....

Internship-style field work (pilot)
Candidates are placed in classrooms for 1-3 days to shadow teachers who we've strategically sought out that better match alignments between our conceptual framework and their practice.

OR
Candidates shadow students to better understand the nooks and crannies of instructional environments, and provide mentorship to middle-schoolers while on site.

Student Teaching
Co-Teaching for Student Teaching
Building off of the SCSU model that has been discussed here for a while, we launched 7 pairs of co-teachers for this fall's cohort of student teachers. We are continuing to invite cooperating teachers and schools to partner with us to transition to this model of student teaching.

Residencies with Twin Cities area IB schools
In January we will place 5 candidates for 4 weeks with Global Academy, an IB charter school that routinely receives recognition for making a difference with their high-poverty, first-generation population.

Embedded Supervision Option
School districts are given the choice to do what ISD#31, Bemidji Public Schools, has been doing for years, contracting with a current administrator to complete student teaching Triads.

Experiential and statistical data is collected from each of these new initiatives including:
- Candidate, host school/teacher, & faculty surveys
- Stats related to dispositions, quality of instruction observed
- Anecdotal experiences reported to faculty & staff

In October 2019, Internship field work data will be reviewed through a cost/benefit analysis lens:
- Content Coordinator
- Experiential Teaching Advisory Board
- Department meeting

The rest of the new initiatives will be measured at the end of the semester and reviewed in data cycles in these bodies next semester.

Campus Clinicals 2018-19: How we got here

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If the 3 bodies recommend a continuation of the Internship-style placements, a master calendar of when students will miss class will be distributed to faculty and host schools for semester 2, by the 1st week in November.

Supt. 4. Field experience. “Field experience” means a school-based opportunity in which candidates may observe teachers and students, assist, note, instruct, or conduct research. https://www.revisor.mn.gov/rules/8705.0200/
Quantity doesn’t trump quality. Where do the quality experiences come from? Research points to the fact that videos have more of an impact on pre-service teachers than random assignments in the field. Minimal opportunity for students to have immersion experience in same classroom as student teaching. Having this opportunity would increase success of student teachers (and potentially increase ED-TPA scores).

Cooperating teachers still report lack of clarity as to expectations of them in working with BSU students, what should we do with them? Especially with regard to the edTPA. It REALLY stresses candidates out.

An important point is continuity, add to that sustained and predictable. Teachers do appreciate that, for themselves and for their own students. We often have block students who are “invited” to stay in their block placement for student teaching.

Student teachers still struggle with lesson planning and need support in the field to do it well, especially in connection with MN state standards. How to tighten this link between campus and field?

It’s unclear if we have a mutually beneficial partnership with our P-12 partners, but our anecdotal evidence leads us to believe that it’s not. We want to build a system that meets everyone’s needs.

Stress on local schools with too many individual placements. Principals are pleading with teachers or assigning teachers to work with students. This reduces the quality experience students are getting and strains the relationship between BSU and local schools. Sometimes field experience teachers are placed in student teaching classrooms!!

BSU Faculty are currently limited in their ability to make 360° assessments of teaching candidates because of their limited access to field time with students in their courses. This in turns results in candidates who are placed who may not be dispositionally ready for the demands of the placement. In current setup (except the block), it is not feasible for faculty to visit up 60 students each all scheduled at different times.

As BSU faculty, we’ve proposed several ideas to redesign clinical experiences, but none have yet proved to be sustainable.

Currently, there is no requirement for licensed teachers to experience SpEd outside of the inclusion classroom. Are we OK with that?

Many of our candidates are from relatively homogenous communities and need extra coaching and healthy risk taking skills to embrace learning environments or which they have no life experience. Ex: Many candidates are afraid to go to Red Lake or do field work in schools for which they know no teachers or have no friends that have done field experience there.

Why Internships were piloted….

In spring of 2018, Clinical Experiences task force of faculty is formed to resurrect previous ideas that could bring stability and intentionality to the program, especially in the wake of PELSB & AAQEP accreditation. This chart represents ideas that surfaced in our meetings and email threads with one another.

A pressing & historic need to redesign the regional clinical experience for BSU on-campus students

Internships catalyzed opportunities and disruptions for the education-shed that is BSU and it’s partner schools. We need to examine their benefits & costs in order to make informed decisions about next steps. The only thing we know for sure is that if we return to the status quo, we not only don’t move in the intended direction of the Experiential Teaching Advisory Board, but we will also likely not pass our accreditation thresholds at the state and national level.