



Clinical Practice Application

MacMurray College

No student will be allowed to register for Clinical Practice until they have submitted a Livetext digital application and the application has been approved by Education Department faculty.

Clinical Practice applications are reviewed at the end of each semester.

Approval for Clinical Practice Requires:

1. A completed **digital application** using Livetext. The application should include:
 - Expanded materials and information from the initial portfolio approved for application to the Education Department. Students **should not** create a new or separate portfolio for the Clinical Practice application.
 - One artifact for each of the Illinois Professional Teaching Standards (IPTS) 1-11 (see the attached list). This application also includes a FAQ sheet concerning how to address the IPTS standards in your portfolio.
2. Three **completed Disposition Rubrics** with positive recommendations (meaning, a score of 3.0 in all disposition areas) from MacMurray faculty members.
 - The forms attached to these application directions are Disposition Rubrics
 - Disposition rubrics should be distributed to faculty members in paper (not digital) format.
 - At least one referral must be from a member of the Education Department and at least one must be from outside Education Department, the third may be from either.
 - Faculty members should be asked to return the forms directly to the Education Department.
3. Successful completion of the **Content Area Test(s)** for your field
4. Successful completion of the Special Education General Curriculum Test (for Deaf and Hard of Hearing and Special Education majors)
5. A 2.5 Cumulative GPA
6. Completed background check via www.certifiedbackground.com
7. A minimum of a 'C' in all classes related to the major
8. Meeting with faculty members of the Education Department if requested
9. Meeting with the Education Department Chair if requested

Illinois Professional Teaching Standards (IPTS)

IL-PTS.1 STANDARD 1: Content Knowledge: The competent teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

IL-PTS.2 STANDARD 2: Human Development and Learning: The competent teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

IL-PTS.3 STANDARD 3: Diversity: The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

IL-PTS.4 STANDARD 4: Planning for Instruction: The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

IL-PTS.5 STANDARD 5: Learning Environment: The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

IL-PTS.6 STANDARD 6: Instructional Delivery: The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

IL-PTS.7 STANDARD 7: Communication: The competent teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

IL-PTS.8 STANDARD 8: Assessment: The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

IL-PTS.9 STANDARD 9: Collaborative Relationships: The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

IL-PTS.10 STANDARD 10: Reflection and Professional Growth: The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

IL-PTS.11 STANDARD 11: Professional Conduct and Leadership: The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

Frequently Asked Questions (FAQs)

How Do I Address the IPTS Standards in My Digital Portfolio?

What is a Digital Portfolio?

A digital portfolio or e-portfolio is a collection of your best work (also called data, evidence, or artifacts) that demonstrates what you have learned while you are preparing to be a teacher in college. Depending on your area of expertise, these electronic files can be submitted in the form of Word or PDF files, video or audio clips, JPGs, etc. Think of your portfolio as a platform of self-expression that can be maintained dynamically over time to demonstrate your professional growth and development.

What is an Artifact?

The artifacts you include depend on your area of expertise. Remember, an artifact is some sort of product you created during your college career that demonstrates your best work, not just a pile of papers or lesson plans. Here is a sample list of artifacts you may want to consider including:

- Pictures from a trip abroad
- Your senior thesis
- Video clips of you teaching during field experience or internship experiences
- Certificates of achievement, participation and professional membership
- Exceptional/creative lesson plans and unit plans
- Reflective journal entries that describe transformational experiences encountered as you observed and participated in pre-service learning experiences.

What is a Reflective Essay?

In the context of your digital portfolio, the term ESSAY means, a BRIEF piece of writing that describes your artifact, explains how it matches the standard and justifies your choices. We are not expecting a dissertation, research paper or thesis.

The Reflective Essay should be brief, but concise and include four important parts; three of these respond to basic questions:

1. An introductory statement that refers to the standard you are addressing.
2. WHAT? Summarize/describe the artifact you are using and explain how it matches the standard. State the level of competency you achieved in this area of learning.
3. SO WHAT? Write a reflective statement that details what you learned when you were engaged in the development of this artifact or activity and how this example meets the standard.
4. NOW WHAT? Write a statement that addresses implications of your future learning needs in this area. How will you seek professional opportunities to grow in this area?

Preferences for Clinical Practice Placement

This form is for you to complete with contact information for schools/school districts where you may prefer to do your Clinical Practice. We will do our best to accommodate your choices but final placements will be made in conjunction with the director of your program and the department chair. **Final placements arrangements cannot be confirmed until the Clinical Practice candidate has successfully passed their appropriate Content Area Test, the Special Education General Curriculum Test (as appropriate) and been approved for Clinical Practice by Education Department faculty.**

Student Name: _____ Cell Phone: _____

Address: _____

First choice

School Name: _____ Grade: _____

School Address: _____

District Name: _____

District Address: _____

Phone Number: _____

Teacher or other contact persons name: _____

Second Choice

School Name: _____ Grade: _____

School Address: _____

District Name: _____

District Address: _____

Phone Number: _____

Teacher or other contact persons name: _____

Third Choice

School Name: _____ Grade: _____

School Address: _____

District Name: _____

District Address: _____

Phone Number: _____

Teacher or other contact persons name: _____

When you have completed this form, please send it directly to the Education Office Secretary.

Dispositions Rubric for Division and Clinical Practice Admission

Student Name: _____ Date: _____

Evaluator: _____

	Not Acceptable	Remedial	Novice	Accomplished	Total	Comments
	0-1.5	1.6-2.5	2.6-3.5	3.6-4		
Professional Disposition/ Demeanor	Does not adapt mannerisms/ behavior when given different situations	Adapts mannerisms/ behavior to a few given situations	Adapts mannerisms/ behavior to some given situations	Adapts mannerisms/ behavior to most given situations		
Cooperation	Frequently uncooperative and/or argumentative, never allows others to speak	Sometimes uncooperative and/or argumentative, rarely allows others to speak	Usually cooperative and agreeable, allows others to speak	Always cooperative and agreeable, listens and speaks in turn		
Decision Making	Always wants things his/her way – does not consider views of others	Listens to others, does not always consider views of others	Usually considers all views	Always considers all views and works toward fair decisions		
Punctuality	Rarely on time – frequently unprepared	Frequently late and unprepared	Usually on time – usually prepared	Never late – always prepared		
Dress/ Appearance	Dresses inappropriately for situation	Occasionally dresses inappropriately for situation	Usually dresses appropriately for situation	Always dresses appropriately for situation		
Fulfillment of duty and role	Does not take role seriously – does not fulfill duty	Occasionally does not take role seriously – fulfills some duties	Takes role seriously – fulfills most duties	Takes role very seriously – fulfills all duties		
English Language Proficiency	Does not use proper English when speaking or writing	Seldom uses proper English when speaking or writing	Usually uses proper English when speaking or writing	Always uses proper English when speaking or writing		

Students must score a 3 or better in all observed performances in order to be accepted into the Division of Education. All rubrics must be received from MacMurray College faculty.

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