

**OKLAHOMA STATE UNIVERSITY
COLLEGE OF EDUCATION**

**School of Teaching and Curriculum Leadership
International Clinical Practice**

Mission:

The School of Teaching and Curriculum Leadership, with its distinguished history of preparing elementary and secondary teachers is a community of scholars who value diversity in a complex, global society, and who advance cross-cultural knowledge and competence through research, outreach, teaching and learning in international settings.

Vision:

An international student teaching experience will help to:

- Foster collaboration by developing international partnerships for faculty, pre-service candidates, and the OSU community;
- Broaden candidates' perspectives on education to include local, national, and global views; and
- Enrich the lives of teacher candidates and their students.

Goals and Objectives:

Learning Environment [Core Concept: Academics and Professionalism]

Goal 1

Candidates will recognize and identify cultural differences between school-aged children in the U.S. and the country they are visiting, and among the diverse population of students in schools where they are placed by

- collaborating with teachers in the host country to make culturally-appropriate decisions affecting students, parents, teachers and staff; and by
- collaborating with teachers in the host country to communicate effectively with parents.

Goal 2

Candidates will recognize linguistic diversity and determine how to adjust instructions and interactions with students to accommodate that diversity by

- explaining what it means to be a linguistic outsider.

Goal 3

Candidates will recognize and identify differences in school structures and reasons/causes for the differences by

- explaining and comparing aspects of schooling in Oklahoma/US and the host school and country (e.g. impact of national testing programs; national curriculum; selection of materials; expectations of parents and the school system); and by
- explaining and comparing legal aspects of schooling in Oklahoma/US and the host school and country (e.g. licensure & certification; public health; child welfare; ethics).

Goal 4

Candidates will recognize and identify differences in school environment and adjust their behaviors and attitudes appropriately to fit the cultural context by

- collaborating with teachers in the host country to make engaging, culturally-appropriate lessons; and by
- adjusting the way they interact with faculty, staff and students to account for cultural differences.

Content Knowledge [Core Concept: Academics and Professionalism]

Goal 5

Candidates will recognize and identify ways to adjust their teaching strategies to account for cultural differences they have identified by

- collaborating with cooperating teachers to make culturally-appropriate instructional decisions affecting students.

Goal 6

Candidates will apply theory from multiple fields (psychology, foundations, pedagogy and content area) by creating culturally-appropriate learning activities by

- planning, constructing, and executing lessons integrating various content areas, concepts, and skills; and by
- planning and implementing student-centered strategies to promote pupil learning (i.e. constructivist approaches; critical thinking; inquiry-based strategies).

Goal 7

Candidates will integrate career awareness into the academic curriculum in their content area by planning, constructing, and executing appropriate lessons.

Professional/International Dispositions [Core Concept: Ethics and Professionalism]

Goal 8

Candidates will recognize and better understand how cultural, social, economic and political factors impact educational institutions, and will reflect on their responsibilities to support educational policies by

- revealing in their final Teaching Philosophy statement (Professional Education Portfolio) a reflective stance based on the internship experience.

Goal 9

Candidates will advance their cross-cultural awareness and life-long learning by

- demonstrating dispositions of openness and positive efforts to engage with their host-country counterparts in culturally appropriate ways;
- developing skills of independence, self-reliance and creativity in a foreign country (including identifying ways to survive and "get around" in the host country); and by
- identifying and acting upon cultural signals and etiquette both at school and in the community (including identifying obvious differences in dress, personal space, hygiene, home conditions, etc., and explaining how the differences will influence their teaching back in the U.S.).

Goal 10

Taking the host country's perspectives, candidates will examine and explain the cultural, historical, religious and political stances and positions of the United States in the world by

- identifying the most difficult issue(s) they grappled with and the personal changes they have experienced; and by
- giving reasons for and examples of how their thinking has changed as a result of their time in the host country.

Goal 11

Candidates will characterize what constitutes representing the U.S., O.S.U., the College of Education and their own families well by

- explaining how people react to their attempts to learn and become part of another culture; and by
- explaining what it means to be an outsider in another country, and reflecting on how this understanding will influence their teaching back in the U.S.