

Goals



Understand

- Requirements
- Roles
- Responsibilities

Placements



- Location(s)
- Cooperating Teacher(s)
- Supervisor

Attendance



- Daily - Teacher hours at your assigned campus
 - Start date – first day of CTX Semester
 - End date – Last day of CTX Semester
 - All other dates follow district calendar
 - Must log at least 70 **full days**
 - Equal to the teaching day at your campus
 - No fewer than 7 hours
- Weekly
 - Seminar on Thursdays 5:00-6:00 pm Location TBD

TE_xES EXAMS



Schedule on a Saturday

Clinical Teaching Handbook



Clinical Teaching Handbook

- Your Go-To Guide
- Bookmark or save it to your desktop!



Online Access



www.Concordia.edu

Academics

Majors & Programs

College of Education

Teacher education Program

Current Teacher Education Students

- Handbooks → Clinical Teaching Handbook
- Clinical Teaching → All CT Forms



Bookmark this page!

Roles & Responsibilities (pp 3-4)



- University Supervisor
 - Train Cooperating teacher
 - Coach and Mentor Clinical teacher
 - Observe (4 formal observations)
 - Respond to journal posts
 - Guide & Support (drop in, email, etc.)
 - Monitor progress
 - Log coaching activities

Roles & Responsibilities (pp 3-4)



- Cooperating Teacher

- Coach / Co-teach

- model
- observe (4 formal observations)
- guide and support (informal feedback)

- Collaborate

- Planning



Procedures & Expectations (pp 6-10)



Attendance

- **70 Full Days**

- Typical work day of a district/campus teacher
- No fewer than 7 hours
- Early release can count if you follow the campus teachers' expectations

- **Daily log (Excel)–**

- Record daily and make available for supervisor to monitor
- Submit as attachment via Dynamic Forms for verification at mid-term

Procedures & Expectations (pp 6-10)



Weekly Reflections

- Complete on Share Point
- Respond to weekly prompts (copy and paste from the Handbook)
- Coaching Opportunity for supervisors
- Complete before end of day Fridays*



Co-curricular Activities

- No outside activities that conflict with teacher hours
- Work life Balance





Clinical Teaching Experience

- Pass/Fail
- Assignments in BB by due dates
- Keep an electronic file of things shared with you (lesson plans, activities, letters home, etc.)

Procedures & Expectations (pp 6-10)



- Placement Changes
- Subbing – Follow district procedures and keep to a minimum – don't get taken advantage of
- Planning and Teaching
 - Campus and CTX guidelines
 - CTX lesson plan (1st obs. required)
- Legal Status & Liability
- Other Employment
- Parish Participation - LTD
- Transportation

Documents in BB Course



BBLearn - Student access Friday before classes begin

- Syllabus
- Checklist
- Lesson Planning Documents
- Assignments – first half
- Assignments – second half

[Blackboard](#)

Documents on Website



- Clinical Teaching Handbook
- Orientation PPT
- Checklist (also in course)
- Observation Coaching Form
- Teaching the Faith
- T-TESS Appraiser Questions
- Verification of Permission to Record
- Videotape Consent Form

Co-Teaching Strategies



- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental Teaching
- Alternative/Differentiate Teaching
- Team Teaching
- Solo Teaching (4 weeks of full-teach by clinical teacher)

Gradual Release Strategies



- Start with One Teach, One observe and One Teach, One Assist models for first week or two (with mentor teacher modeling)
- Begin taking on other co-teaching roles and taking on lead roles
- Begin solo teaching in some classes and gradually work up to full teach (planning and implementing all lessons).
- Solo teach for four weeks (use co-teaching as needed to support students – with clinical teacher planning and leading)
- Gradually return to co-teaching, reducing your role

Appendix A (p 11-31)



Weekly To-Do's and Reflections

- Gradual Induction
- Side by Side (To do and Reflections)
- Pages by Placement
 - pp 11-21

Appendix A



- Tips for Reflections in Google Doc
 - Copy & Paste To-Do's & Prompts
 - Mondays
 - Read through To-Do's
 - Preview reflections
 - Respond to supervisor's coaching comments
 - Thursday/Friday
 - Complete Reflection
 - Delete to-do's
 - Do not mark comments as complete

Reflections - Example











Weekly Reflections

Week 1
August 24th-August 28th

Describe the school where you will be completing your fieldwork. Include the following: Type of school (elementary, middle, high, other) Location (city, suburb, small town, rural)
I am at Naumann elementary school. My first 7 weeks I will be interacting virtually with Mrs. Lane's second grade class. Naumann is located in the suburbs of Cedar Park area.

Special features (e.g. Charter, Lutheran or other parochial, magnet, bilingual program, ESL program, behavior program, team teaching, PLC's, Special education program).
Naumann has many special features. Mrs. Lane's second grade team has PLC every Thursday. Whether it is virtually or on ground. There is a special education program but it is mainly closed on inclusion, so an aid comes to the classroom for support. ESL is some pull out but depending on the need it is done during the language arts time (normally four days a week). Both special education and ESL implements the supportive accommodations and modifications for their students.

Campus or district-wide requirements or expectations that affect planning and delivering lessons (curriculum planning guides, scope and sequence, etc.)
The teachers are required to use guiding documents and to follow them strictly. As far as anything Mrs. Lane is required to use, the district does a lot of the hard work of finding the

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-  Carol Trovall
8:38 AM Aug 31  
Excellent! It is good that they work closely as a team, especially with the new demands from COVID-19.
 -  Carol Trovall
8:36 AM Aug 31  

Appendix B – Observations



- Observations

1. Pre-conference –in person, virtual or email
2. Observation – 45 minutes (min.) in person (*Dynamic Forms)
3. Post-conference – **Synchronous** – on site or virtual

*Dynamic Form will be sent to Cooperating teacher & Supervisor via email prior to observation window

Appendix B - Placement Summary



- Placement Summary
 - Cooperating Teacher & Supervisor
 - Summarizes growth in each standard over the placement
 - Not separate observation



***Dynamic Form will be sent to Cooperating Teacher and supervisor via email prior to end of placement**

Appendix C – Coaching Form



- Drop-in supervisor visits & informal coaching by cooperating teacher

Clinical Teaching Coaching Form

Directions to the cooperating teacher: Each week, as you observe your clinical teacher, note actions that the clinical teacher is taking that fall into the dimensions listed below. Add coaching notes to help the clinical teacher understand what is working well and why, along with recommendations to improve outcomes. Use this form to debrief weekly with your clinical teacher.

Clinical Teacher: _____ Grade/Level: _____

Date(s): _____

	Dimension	Evidence/Coaching Feedback
JING	1.1-Standards & Alignment Aligned goals, standards and objectives Lesson structure/design and pacing Technology integration	
	1.2-Data & Assessment Formal and informal assessments Progress monitoring & data to inform teaching Communication & Feedback	



Supervisor – Coop Orientation

Super



- Within first two weeks
- Documents
 - Responsibilities
 - Coaching Form
 - Sample Observation Form
 - Sample Placement Summary
 - Student Checklist





- Check out
- Charge everything
- Set up
- Record in Yuja
- Repack and Return