

## Clinical Practice II (Only)

Week	Clinical Intern	edTPA	Cooperating Teacher	Clinical Supervisor
<b>1</b>	<ul style="list-style-type: none"> <li>• Observe cooperating teacher modeling effective teaching practices.</li> <li>• Establish relationships with the students, becoming familiar with student needs, interests, and profiles.</li> <li>• Become familiar with school operation, assist with clerical tasks, learn use of AV equipment, work on lesson plans.</li> <li>• Begin co-teaching using <i>One Teach, One Observe</i> and <i>One Teach, Once Assist</i> strategies.</li> <li>• Observe methods in which the CT collects and records student data to implement data based decision-making.</li> <li>• Arrange a minimum of eight (8) observations in collaboration with your cooperating teacher and supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Share with your CT the tasks and terminology of edTPA.</li> <li>• Work with your CT to collect recording permission letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome and introduce the teacher candidate to the school, classroom and students.</li> <li>• Review school and classroom expectations, policies and procedures.</li> <li>• Review William Paterson clinical materials provide to you by the teacher candidate.</li> <li>• Provide the teacher candidate with scope and sequence of content being taught and any textbooks or other materials. Begin Co-teaching using <i>One Teach, Once Observe</i> and <i>One Teach, One Assist</i> with the teacher candidate.</li> <li>• Share how and why you use different teaching, learning and assessment strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a “Hello” visit with cooperating teacher and teacher candidate to review expectations of the cooperating teacher and William Paterson; review the Professional Assessment for Clinical Experiences (PACE); answer any questions from the cooperating teacher.</li> <li>• Plan a minimum of eight (8) formal observations in conjunction with teacher candidate and cooperating teacher.</li> <li>• Provide feedback on weekly journal entries using Guided Questions provided.</li> <li>• Provide feedback on lessons for formal observations using Guided Questions provided.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Begin co-teaching using the <i>Station Teaching</i> strategy.</li> <li>• Continue observing and co-teaching with the cooperating teacher, i.e., grading papers, recording grades in grade book.</li> <li>• Meet daily with your cooperating teacher to discuss the day's accomplishments,</li> </ul>	<ul style="list-style-type: none"> <li>• Write Context for Learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist teacher candidate in accessing necessary information for the Context for Learning.</li> <li>• Assist securing video permissions and communicating with families, if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct pre and post observation conferences.</li> <li>• Provide constructive feedback on teacher candidate performance using Guided Questions provided.</li> </ul>

	<p>tomorrow's lesson plans, best methods of presentation, areas for improvement, etc.</p> <ul style="list-style-type: none"> <li>• May observe other quality teachers in the building. Increase co-teaching.</li> <li>• Begin teaching a class.</li> </ul>			
3		<ul style="list-style-type: none"> <li>• Determine what you will be teaching for your Learning Segment during week 4. Begin writing learning segment (3 – 5 lessons built around a central focus) and seek peer feedback. Apply feedback provided. Write Task 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Cooperating Teacher Survey sent to your e-mail.</li> <li>• Communicate with the clinical supervisor to provide feedback, seek support or discuss any concerns.</li> <li>• Provide constructive feedback on teacher candidate performance using Guided Questions provided.</li> <li>• Meet weekly with teacher candidate to discuss progress and expectations for the following week.</li> <li>• Participate in post observation conferences.</li> <li>• Discuss with teacher candidate when and what subject/class, central focus, and standards, would be appropriate for conducting edTPA learning segment. (Please reference acceptable and unacceptable edTPA support)</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support for teacher candidate.</li> <li>• Communicate with the cooperating teacher about the teacher candidate's progress.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Increase teaching load and responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach and record your edTPA learning segment (3</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the teacher candidate the opportunity</li> </ul>	

	<ul style="list-style-type: none"> <li>• Move to <i>Parallel Teaching</i> in the co-teaching model.</li> </ul>	– 5 lessons built around a central focus).	to take the lead in teaching lessons.	<ul style="list-style-type: none"> <li>• Complete Observation Assessments (4) in Chalk and Wire.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Begin taking the lead in co-planning and co-teaching many of the classes.</li> <li>• Integrate into the school culture and school; and learn about community resources available to support academic achievement of diverse learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Task 2 – select video clip(s) and write commentary.</li> </ul>	<ul style="list-style-type: none"> <li>• Use <i>One Teach, One Observe; Station Teaching; and One Teach, Once Assist</i> co teaching strategies to assist the teacher candidate while he/she takes the lead in lessons.</li> </ul>	
6		<ul style="list-style-type: none"> <li>• Complete Task 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete PACE Interim Report with Formal Observation Narrative Form</li> </ul>	<ul style="list-style-type: none"> <li>• Complete PACE Interim Report</li> </ul>
7		<ul style="list-style-type: none"> <li>• Upload edTPA with seminar instructor.</li> </ul>		
8	<ul style="list-style-type: none"> <li>• Teach all day implementing co-teaching methods.</li> <li>• The teacher candidate performs all teacher responsibilities such as lesson planning and recording grades after co-planning and discussions with the cooperating teacher.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Observation Assessments (4) in Chalk and Wire.</li> </ul>
9	<ul style="list-style-type: none"> <li>• Take the lead in the co-planning and co-teaching model and teaching all day and has assumed all responsibilities, e.g., attending faculty meetings, hall supervision, attending parent-teacher conferences.</li> <li>• Utilize the CT as another instructor in the classroom in either co-teaching or working with struggling students.</li> </ul>		<ul style="list-style-type: none"> <li>• Support the teacher candidate in planning, teaching and assessing a full teaching load.</li> </ul>	
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<p><b>15</b></p>	<ul style="list-style-type: none"> <li>• Observe other quality teachers in the building.</li> <li>• Write thank-you notes to the cooperating teacher and the principal.</li> </ul>		<ul style="list-style-type: none"> <li>• Consult with clinical supervisor on teacher candidate's performance and rating on PACE.</li> <li>• Complete Final Report (PACE) and Evaluation of Supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with cooperating teacher on teacher candidate's performance and rating on PACE.</li> <li>• Complete Final Report (PACE) and Clinical and Mentoring Experience Surveys.</li> </ul>
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