

Clinical Practice I & II

Week	Clinical Intern	edTPA		Cooperating Teacher	Clinical Supervisor
		Fall to Spring	Spring to Fall		
Semester I					
1	<ul style="list-style-type: none"> Observe the CT modeling effective teaching practices. Become familiar with school operation, assist with clerical tasks, learn use of AV equipment, work on lesson plans. Establish relationships with the students, becoming familiar with student needs, interests, and profiles. 	<ul style="list-style-type: none"> Share with your CT the tasks and terminology of edTPA. 	<ul style="list-style-type: none"> Share with your CT the tasks and terminology of edTPA. 	<ul style="list-style-type: none"> Welcome and introduce the teacher candidate to the school, classroom and students. Review school and classroom expectations, policies and procedures. Review William Paterson clinical materials provided to you by the teacher candidate. Provide the teacher candidate with scope and sequence of content being taught and any textbooks or other materials. 	<ul style="list-style-type: none"> 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.
2	<ul style="list-style-type: none"> Begin co-teaching using <i>One Teach, One Observe; Station Teaching; One Teach, Once Assist</i> strategies. 			<ul style="list-style-type: none"> Begin Co-teaching using <i>One Teach, Once Observe</i> and <i>One Teach, One Assist</i> with the teacher candidate. Share how and why you use different teaching, learning and assessment strategies. 	<ul style="list-style-type: none"> Plan a minimum of four (4) formal observations in conjunction with teacher candidate and cooperating teacher. Provide feedback on weekly journal entries.
3	<ul style="list-style-type: none"> Observe methods in which the CT collects and records student data to implement data based decision-making. Arrange a minimum of four(4) observations in 	<ul style="list-style-type: none"> Work with your CT to collect recording permission letters 	<ul style="list-style-type: none"> (Elementary - Work with your CT to collect recording permission letters if completing Task 4 during CPI) 	<ul style="list-style-type: none"> Complete Cooperating Teacher Survey sent to your e-mail. Communicate with the clinical supervisor to provide feedback, seek support or discuss any concerns. Meet weekly with teacher candidate to discuss progress and expectations for the following week. 	<ul style="list-style-type: none"> Provide support for the teacher candidate. Communicate with cooperating teacher about the teacher candidate’s progress.

	collaboration with your cooperating teacher and supervisor.				
4				<ul style="list-style-type: none"> • Provide constructive feedback on teacher candidate performance using Guided Questions provided. • Participate in post observation conferences. 	<ul style="list-style-type: none"> • Provide feedback on lessons for formal observations. • Conduct pre and post observation conferences. • Provide constructive feedback on teacher candidate performance using Guided Questions provided.
5					<ul style="list-style-type: none"> • Provide constructive feedback on teacher candidate performance using Guided Questions provided. • Complete two (2) Observation Assessments in Chalk and Wire.
6	<ul style="list-style-type: none"> • Utilize relationships with the students and understanding of student profiles to facilitate all classroom activities. 	<ul style="list-style-type: none"> • Begin Writing Context for Learning. 		<ul style="list-style-type: none"> • Complete PACE Interim Report with Formal Observation Narrative Form • Provide the teacher candidate the opportunity to take the lead in teaching lessons. 	<ul style="list-style-type: none"> • Complete two (2) Observation Assessments in Chalk and Wire.
7	<ul style="list-style-type: none"> • Work together as a team, co-planning and co-teaching effective teaching practices, including differentiated instruction. (The teacher candidate and the CT may vary the lead teacher role giving both CT and teacher candidate 	<ul style="list-style-type: none"> • (Elementary – Complete Task 4) 	<ul style="list-style-type: none"> • (Elementary – Complete Task 4) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Complete PACE Interim Report.
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14	<ul style="list-style-type: none"> • Complete two (2) Observation Assessments in Chalk and Wire. 				

<p>15</p>	<p>opportunities to demonstrate effective teaching practices.)</p> <ul style="list-style-type: none"> • Implement and practice consistency in classroom management procedures. • Co-facilitate pre- and post-lesson conferences to evaluate, reflect, answer questions and plan for future lessons. • Begin collecting and recording student data to implement data-based decision-making. • Integrate into the school culture and school; and learn about community resources available to support academic achievement of diverse learners. 			<ul style="list-style-type: none"> • Consult with clinical supervisor on teacher candidate's performance and rating on PACE. • Complete Final Report (PACE) and Evaluation of Supervisor. 	<ul style="list-style-type: none"> • Complete Final Report (PACE) and Clinical and Mentoring Experience Surveys. • Consult with cooperating teacher on teacher candidate's performance and rating on PACE.
<p>Semester II</p>					

1	<ul style="list-style-type: none"> Establish relationships with the students, becoming familiar with student needs, interests, and profiles. (If beginning CPII in the fall.) Arrange a minimum of four(4) observations in collaboration with your cooperating teacher and supervisor. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Work with your CT to collect recording permission letters. 	<ul style="list-style-type: none"> Assist teacher candidate in accessing necessary information for the Context for Learning. Assist in communicating with home and securing video permissions. 	<ul style="list-style-type: none"> Plan a minimum of eight (8) formal observations in conjunction with the teacher candidate and the cooperating teacher.
2	<ul style="list-style-type: none"> Teach all day and assume all responsibilities, e.g., attending faculty meetings, hall supervision, attending parent-teacher conferences. Utilize the CT as another instructor in the classroom in either co-teaching or working with struggling students. 	<ul style="list-style-type: none"> Teach and record your edTPA learning segment (3 – 5 lessons built around a central focus) and seek peer feedback. Apply feedback provided. Write Task 1. 	<ul style="list-style-type: none"> Write Context for Learning. 	<ul style="list-style-type: none"> 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.) 	<ul style="list-style-type: none"> Provide feedback on weekly journal entries using Guided Questions provided. Provide feedback on lessons for formal observations using Guided Questions provided. Conduct pre and post observation conferences. Provide constructive feedback on teacher candidate performance using Guided Questions provided.
3	<ul style="list-style-type: none"> Meet daily to discuss the day's accomplishments, tomorrow's lesson plans, best methods of presentation, 	<ul style="list-style-type: none"> Teach and record your edTPA learning segment (3 – 5 lessons built around a central focus) and seek peer feedback. Apply feedback provided. Write Task 1. Complete Task 2 – select video clip(s) and write commentary. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 the lesson. 	<ul style="list-style-type: none"> Provide support for the teacher candidate. Communicate with the cooperating teacher about the teacher candidate's progress.

	<p>areas for improvement, etc.</p> <ul style="list-style-type: none"> Integrate into the school culture and school; and learn about community resources available to support academic achievement of diverse learners. 		<p>peer feedback. Apply feedback provided. Write Task 1. (Elementary: literacy and math)</p>		
4	<ul style="list-style-type: none"> Implement and practice consistency in classroom management procedures. Utilize relationships with the students and understanding of student profiles to facilitate all classroom activities. 		<ul style="list-style-type: none"> Teach and record your edTPA learning segment (3 – 5 lessons built around a central focus). 	<ul style="list-style-type: none"> Support the teacher candidate in planning, teaching and assessing a full teaching load. 	<ul style="list-style-type: none"> Complete Observation Assessments (4) in Chalk and Wire.
5		<ul style="list-style-type: none"> Complete Task 3. 	<ul style="list-style-type: none"> Complete Task 2 – select video clip(s) and write commentary. 		
6			<ul style="list-style-type: none"> Complete Task 3. 		
7		<ul style="list-style-type: none"> Upload edTPA with seminar instructor. 	<ul style="list-style-type: none"> Upload edTPA with seminar instructor. 	<ul style="list-style-type: none"> Complete PACE Interim Report with Formal Observation Narrative form. 	<ul style="list-style-type: none"> Complete PACE Interim Report Complete Observation Assessments (4) in Chalk and Wire.
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15	<ul style="list-style-type: none"> Write thank-you notes to the cooperating teacher and the principal. 			<ul style="list-style-type: none"> Consult with clinical supervisor on teacher candidate’s performance and rating on PACE. Complete Final Report (PACE) and Evaluation of Supervisor. 	<ul style="list-style-type: none"> Consult with the cooperating teacher on the teacher candidate’s performance and rating on PACE.

					<ul style="list-style-type: none">• Complete Final Report (PACE) and Clinical and Mentoring Experience Surveys.
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