



Clinical Teaching Handbook

2022 - 2023

Responsibilities for Clinical Teaching	3
Clinical Teacher	3
Cooperating Teacher	4
University Supervisor	4
Clinical Teaching Procedures and Expectations	6
Reflections	6
Attendance	6
Co-Curricular Activities	6
Clinical Teaching Experience	7
Clinical Teaching Electronic Portfolio	7
Clinical Teaching Placement	8
Clinical Teachers as Substitutes	8
Guidelines for Teaching and Planning	9
Lesson Planning	9
Lesson Plan Requirements.....	9
Legal Status of the Clinical Teacher*	9
Liability	9
Other Employment	10
Parish Participation-CTD or LTD only	10
Transportation	11
Appendices: Definitions, Forms, and Contacts	12
Appendix A: Reflections	12
Weekly Reflections.....	12
Plans for Gradual Induction of Teaching Responsibility and Corresponding Reflections	12
<i>Two Placements</i>	12
<i>One Placement</i>	23
Appendix B: Supervisory Visits and Pre/Post-Conferences	33
The University Supervisor and Special Issues.....	34
<i>Moving the clinical teacher</i>	34
<i>Placement Summary</i>	34
<i>Intervention Plans</i>	34
Appendix C: Clinical Teaching Coaching Form	35
Appendix D: CTX Dispositions to Teach	37
Appendix E: Host Families for out of area LTD students	38
<i>Host Families</i>	38
<i>LTD Students</i>	39
Host Family Agreement Form	41

The purpose of the clinical teaching experience is to continue the integration of the students' in-class learning theory, methodology, and content in an extended school experience. Under the guidance of cooperating teachers, the clinical teachers will be given the opportunity to further develop their teaching skills through directed observation, active participation and finally, full days of teaching. These classroom experiences will give the clinical teachers a rich experiential background and reinforce the CTX student learning outcomes to prepare them for their teaching vocation. Clinical teaching is the vital link between coursework and local field experiences, and the first teaching position.

EDU 41200 Clinical Teaching consists of supervised observation, participation, and teaching experience in an elementary, middle, or high school classroom for at least 70 full days, as required by the state of Texas. Clinical teachers will follow the clinical teaching dates provided to them during the clinical teacher training. In addition, clinical teachers will meet weekly with each other and their professor for support and feedback. The Clinical teaching course is Pass/Fail. *Prerequisites: Admission to the Professional Semester in the Teacher Education Program.*

Responsibilities for Clinical Teaching

Clinical Teacher

- Participate fully in the clinical teaching experience as outlined in the following pages
- Create a folder in Google Drive that will act as your clinical teaching e-portfolio and provide your university supervisor and EDU 41200 professor with access to it
- Submit all course assignments and documents to BBLearn according to due dates (weekly reflections, observations, etc.) – *It is the clinical teacher's responsibility to make sure all required documents are signed and submitted to BBLearn by the due dates listed on the Clinical Teaching Checklist*
- Report to clinical teaching every day for the full teaching day following a regular teacher schedule and make up any sick days. No days under 7 hours can be counted as full days unless ALL teachers are allowed to leave AND the district counts the day as a full day. Attend Professional Development and/or parent conferences if the day is counted for teachers and students have a holiday.
- Complete all certification/licensing requirements
- Make arrangements for **four supervisory visits** from your university supervisor. At least two days prior to each visit, share a copy of the lesson plan and set up a time for a pre-conference to go over the plan, etc. Make sure that the scheduled

visit includes time for the **45-minute lesson** that you will be teaching and time afterwards to debrief the lesson. Also plan to cover the class after your debrief if needed to give the supervisor and cooperating teacher time to debrief.

- Make yourself available to plan and debrief with your cooperating teacher before and after school and during planning periods as needed
- Accept constructive feedback and implement suggestions
- Demonstrate professionalism and confidentiality
- Inform the supervisor of any concerns with the placement conditions or uncomfortable arrangements
- Adhere to all Teacher Dispositions (see [Appendix D](#))

Cooperating Teacher

- Participate in orientation to CTX policies and procedures with the university supervisor and view the coaching video
- Work collaboratively with the university supervisor throughout the placement
- Collaborate with the clinical teacher to develop a tentative teaching calendar for the placement that will include at least ten consecutive days of full-time teaching
- Welcome the clinical teacher into the classroom
- Model, guide and support the clinical teacher - working side by side as a coach
- Offer suggestions and models for teaching on the coaching form*
- Model professional behavior
- Occasionally leave the room and give the clinical teacher total responsibility if/when face to face teaching is allowed
- Complete the *Formal Observation* form twice during each seven-week clinical teaching experience via Dynamic Forms
- Complete the *Placement Summary* form at the conclusion of the clinical teaching placement with you via Dynamic Forms
- *Provide regular feedback and debrief weekly (at a minimum) with the clinical teacher
- **Confer with the principal and contact the university supervisor immediately if you perceive that the clinical teacher's presence is detrimental to your students – you will remain the teacher of record throughout the placement**

**See Clinical Teaching Coaching Form ([Appendix C](#)) to record feedback and guide discussions*

University Supervisor

- Attend the Concordia university supervisor orientation, exchange information and schedule the first supervisory visit with your supervisee

- Contact and train the cooperating teacher on CTX policies and procedures within the first week of clinical teaching
- Maintain regular contact with the clinical teacher through informal visits, formal observations, weekly feedback on reflections, and ongoing electronic communication
- Using a coaching model, provide regular feedback (both formal and informal) to the clinical teacher that promotes the clinical teacher's development (including feedback regarding what is working well and what needs to be adjusted)
- Periodically review the clinical teacher's log to confirm he/she is on-track to complete **70 full days** by the end of the semester
- Keep an **electronic log** of all correspondence between clinical teachers/cooperating teachers/the university (about clinical teachers), as well as informal coaching and collaboration with the cooperating teacher. Email the log to the chair of the department at the end of the clinical teaching experience
- Conduct at least four supervisory visits with the clinical teacher during the clinical teaching experience – *Additional supervisory visits may be requested, and unscheduled supervisory visits may occur at any time if needed.*
- Each supervisory visit includes the following:
 - Pre-Conference with the clinical teacher prior to the day of the observation – may be in person, online or via email.
 - Observation - Must be in person and at least **45 minutes** in length
 - Review of the clinical teacher's electronic portfolio (log, lesson plans, etc.) shared in Google Drive
 - Conference with the cooperating teacher
 - Conference with the campus Principal (as needed)
 - Post-Conference with the clinical teacher that gives the clinical teacher specific feedback (must be synchronous – in person or virtual, NOT via email)
- Complete a *Formal Observation* form for each scheduled clinical teacher supervisory visit via *Dynamic Forms*
- Maintain a student file containing all observation notes, formal observations, and weekly reflections
- Provide coaching feedback in the Google Doc to clinical teachers' weekly reflections and assignments by Monday evening
- Complete the *Placement Summary* form and arrange a final meeting with each clinical teacher to review their *Placement Summary* form
- Help the clinical teacher resolve major problems or conflicts and **inform the Chair of Undergraduate Education at Concordia University Texas concerning any unsatisfactory conditions in the school setting or the clinical teacher's performance.**

Further duties and responsibilities for university supervisors can be found in [Appendix B](#).

Clinical Teaching Procedures and Expectations

Reflections

In addition to meeting all deadlines for submitting required paperwork via assignments in BB, clinical teachers have a mandatory weekly assignment throughout the experience to report and reflect (in writing) on their experience (including responses to specific prompts each week). Details can be found in [Appendix A](#). Please reference the checklist for due dates of the required paperwork.

Attendance

The TEA requires that the clinical teaching experience be at least 70 full days with a full day being **100% of the school day** (no less than 7 hours*). The clinical teacher's hours at school (or on line during COVID-19 if participating remotely) are to conform to regular faculty policy of the school and district where the student is teaching. Professionalism requires that the clinical teacher is present each day and attends all faculty meetings, devotions, and other functions where a teacher's attendance is expected. The clinical teacher should become familiar with the school's handbook which includes policies to be followed during the clinical teaching experience. On the rare occasion that **all teachers** are allowed to work a shortened day, the clinical teacher may also log a shortened day. This must be documented in detail on the log. However, if teachers spend part of the day with students and part of the day in professional development, the clinical teacher must do the same.

If there is a necessary absence, the clinical teacher should call the supervisor **and** cooperating teacher as soon as possible **and** provide any lesson plans or other documents they may be responsible for on that day. The attendance log for the clinical teacher will be checked and signed by the cooperating teacher. Absences which are not made up could lead to an extension of the clinical teaching experience if the clinical teacher is unable to complete the required 70 days prior to the scheduled end date.

Co-Curricular Activities

During the clinical teaching experience, the clinical teacher's first priority is to their school community. Students may not participate in any co-curricular activities that interfere with the daily schedule on their campus and may not miss clinical teaching days or hours for co-curricular activities. Failure to attend or participate in regular daily activities and/or required extended day activities (lesson planning, meetings, student

activities) due to unrelated co-curricular activities will result in removal from the clinical teaching placement and subsequent failure of the course.

Clinical Teaching Experience

Undergraduate clinical teaching will be graded on a pass/fail basis. In order to receive a grade of "P" the clinical teacher must demonstrate knowledge and skills of the following areas that are based on the Concordia University Texas College of Education policies as aligned with the Texas State Teacher Standards and Practices:

- *Designing Instruction and assessment to promote student learning*
- *Creating a positive, productive classroom environment*
- *Implementing effective, responsive instruction and assessment*
- *Fulfilling professional roles and responsibilities*

See [Appendix C](#) for further details

Clinical Teaching Electronic Portfolio

Each clinical teacher will maintain a Google Drive folder in which the items below have been organized. The clinical teacher may include additional items in their clinical teaching portfolio. These e-portfolios will be reviewed by the university supervisor at each visit. Make sure to give your supervisor access to your Google Drive folder.

Clinical Teaching E-portfolios:

Log of Hours

- Make sure to keep your log of hours up to date with notations regarding how you participated each day and the number of hours you participated

Planning Calendar

- Once you begin, you will follow the **school/district calendar**, not the CTX calendar (only start dates, end dates and due dates will be determined by CTX)
- Indicate how you will be participating each week (creating lessons, assisting small groups, teaching whole group, etc.)
- Decide early when you will be completing your 10 days of full teach – taking responsibility for 100% of the teaching responsibilities
- Include school and parish events if completing clinical teaching in a parochial school

Lesson Plans and Observation Sheets

- Include a copy of each lesson plan you develop

- Upload any plans that were shared with you for lessons you observed or assisted with but did not develop yourself (indicate who developed them)
- Include a copy of each cooperating teacher's or university supervisor's observation notes/Coaching Forms
- Include a copy of a personal reflection of each lesson for which you were observed

Analysis of Teaching

- In addition to weekly reflections, the clinical teacher will videotape lessons and review them to analyze lesson implementation, student engagement and student learning.

Communications

- Scan and upload copies of the following (with student names and other private information redacted)
 - written communication sent home with students
 - notes concerning parent-teacher conferences
 - copies of communications with the counselor or principal concerning student behavior
 - copies of field trip plans or requisitions submitted to administrators

Resources/Misc.

- Upload Curriculum planning guides, scope/sequence, etc. as available, with permission
- List electronic resources used for instruction and provide links

Clinical Teaching Placement

Concordia University Texas will provide the clinical teacher with a placement for the clinical teaching experience. If the clinical teacher needs to be removed from their placement, Concordia University is not required to provide the clinical teacher with another placement to complete the clinical teaching experience.

Clinical Teachers as Substitutes

Clinical teachers must follow district policies (or campus policies if in a private or parochial school) before filling in as a substitute for any classroom. The number of hours/days a clinical teacher may act as a substitute should be kept to a minimum to guarantee full access to observations of and coaching by the cooperating teacher. The university supervisor must be notified when the clinical teacher is acting as a substitute teacher to ensure that adequate modeling and coaching are occurring. All subbing

assignments must be completed in a setting that matches the certification area being sought.

Guidelines for Teaching and Planning

Lesson Planning

Clinical teachers will follow the school's guidelines for lesson-plan preparation. If the cooperating teacher must turn in a copy of lesson plans on a Friday, then the clinical teacher must also submit plans for the upcoming week with the details for the lessons they will be teaching by Friday.

Lesson Plan Requirements

Clinical teachers must use the required CTX lesson plan when being observed by the university supervisor. After the initial observation, the university supervisor may allow the clinical teacher to use other lesson plan formats as long as they include accommodations in all parts of the lesson and:

- Pre-Planning (Objective, TEKS, Rationale)
- Lesson set up (materials)
- Lesson opening
- Lesson body
- Extended practice
- Closing
- Evaluation
- Reflection

Legal Status of the Clinical Teacher*

The cooperating teacher holds legal status with respect to pupils often referred to as *in loco parentis*, meaning he/she is responsible for students' health, safety, and general well-being. In pursuit of assigned duties, the clinical teacher is to act with prudence, being neither negligent nor malicious. Exercise of good judgment is essential.

Typically, when the cooperating teacher leaves the clinical teacher in charge of a class or group of students, the cooperating teacher is still held responsible for the students. However, should harm come to any pupil through malice, negligence, or poor judgment, both the clinical teacher and the cooperating teacher could be held responsible.

*adapted from *Clinical teaching in Austin, The Office of Staff Development & Clinical teaching, AISD Austin, Texas*

Liability

Typically a district's liability insurance extends to district employees only, so the clinical teacher is likely not covered. When the cooperating teacher is there, they assumes legal responsibility, and when they are absent, the paid substitute assumes legal responsibility as the district employee in the room, even if the substitute is just observing while the clinical teacher is teaching.

If a clinical teacher is ever left alone with students because a teacher has been called to a meeting or to perform another duty, the cooperating teacher should make sure the administrator is aware of the situation and has directed the clinical teacher to assume responsibility until someone (district employee) can get there.

Whenever the cooperating teacher steps out briefly to give the clinical teacher opportunities to take full responsibility in the classroom (once both parties believe the clinical teacher is ready), the clinical teacher should know the whereabouts of the cooperating teacher and have a number to text or call in an emergency.

When clinical teachers are working with students online, they will work with two or more students at a time. No one-to-one online teaching will be permitted.

Other Employment

DUE TO THE DEMANDING NATURE OF TEACHING, ANY JOB OTHER THAN CLINICAL TEACHING IS NOT RECOMMENDED DURING THE CLINICAL TEACHING SEMESTER. Only under extraordinary circumstances will requests for any employment outside of clinical teaching be approved, in advance, by the department chair. Employment that interferes with the clinical teacher's full workday schedule will not be approved. Failure to keep up with clinical teaching expectations due to work demands will result in removal from the clinical teaching placement and failure of the course.

The form for submitting this request will be sent via *Dynamic Forms*. Please email your request to the program chair (carol.trovall@concordia.edu).

Parish Participation-CTD or LTD only

Concordia University Texas graduates who have also earned a Christian Teaching Diploma (CTD) or a Lutheran Teacher Diploma (LTD) can enter the teaching ministry. Clinical teachers pursuing a CTD or LTD will be members of a local congregation and serve that congregation in many ways. They may be asked to provide leadership in youth, music, Sunday school, or other capacities. For Lutheran teachers, specific congregational responsibilities may be designated in a call. The duty of a teaching minister is to seek opportunities for servant leadership. LTD and CTD Clinical teachers may have already started or completed parish participation hours in EDU 3333 Teaching Religion.

To more fully comprehend the life of a congregation and prepare for parish involvement, each clinical teacher in a Lutheran school placement is required to spend a minimum of 10 hours in a parish. Hours may be spent becoming acquainted with the diversity of congregational activities. Each clinical teacher's use of these ten hours is planned and approved by the cooperating teacher and university supervisor. Even if parish participation hours have already been completed, the clinical teacher will also:

- Participate fully and regularly in the worship life of the assigned congregation (hearing the Word and Lord's Supper).
- Conduct oneself in a manner that is appropriate for one committed to a life of service to the Lord.

Transportation

Transportation to and from clinical teaching is the sole responsibility of the clinical teacher.

Appendices: Definitions, Forms, and Contacts

Appendix A: Reflections

Weekly Reflections

The weekly written reflections provide a space for the clinical teacher and the supervisor to communicate weekly. The clinical teachers will share their insights, new understandings, acquired skills, concerns, successes, etc. and the supervisor will respond with coaching comments. Each weekly reflection is to be submitted to the university supervisor by **FRIDAY AT 6:00 PM OF EACH WEEK.**

NOTE: Reflections are meant to be a conversation between the student and the supervisor, so they are not scored, but inadequate reflections will be returned for revisions.

Weekly Focused Response: In addition to any insights, new understandings, acquired skills, concerns, successes, etc. candidates will respond to the prompts in the appropriate chart below.

Plans for Gradual Induction of Teaching Responsibility and Corresponding Reflections

Two Placements

Below are suggested 7-week plans for gradual induction into full classroom responsibility including two weeks with full teaching responsibilities in each placement. The reflections are based on the increasing responsibilities of the clinical teacher. Any necessary adjustments to the reflections should be discussed with the supervisor in advance.

To Do's (Two Placements)	Reflections (Two Placements)
<p>Week 1 – placement 1 <u>Assignments in BB:</u> Initiate <i>Dynamic Forms for Clinical Teaching Information Form</i> and upload to BB when completed (signed by ALL parties and returned to your email).</p> <p><u>Additional Daily Tasks</u></p> <ul style="list-style-type: none"> • Learn classroom and school schedules and guidelines and assist in classroom management. Get to know your students' names, special needs, accommodations, etc. • Write a letter introducing yourself to your students and parents and get it approved by your university supervisor and cooperating 	<p>Week 1 – placement 1 Briefly describe your first week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Provide your teacher's daily schedule that you will follow. Include <u>day(s)</u> and <u>times</u> followed by <ul style="list-style-type: none"> ○ Grade/subject/course ○ specials ○ planning ○ lunch ○ other

To Do's (Two Placements)	Reflections (Two Placements)
<p>teacher before sending it home. Include a copy in your clinical teaching e-portfolio.</p> <ul style="list-style-type: none"> • Use your time in the classroom to observe, help, learn, ask questions, and explore resources. DO NOT plan lessons or work on other things while your cooperating teacher is teaching. • Complete a long-range plan of teaching responsibilities for the entire experience. • Meet with principal and/or other office personnel. • Check videotape permissions of your students and send home the video permission letter as needed. • Teach selected lessons as manageable. Plan for assuming teaching responsibility of one content area (literacy is recommend for EC-6) or class period next week. • Plan to extend your classroom duties by attending faculty meetings, conferences, etc. Schedule university supervisor visit. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	<ul style="list-style-type: none"> • Insert your Letter of introduction... <i>Paste in a copy of the letter of introduction that you sent home with the students.</i>
<p>Week 2 – placement 1 <u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • In collaboration with your cooperating teacher, identify one subject or one class period to start teaching in. Gather information on the learning strengths and needs of students in that class for that subject to begin. Complete the <i>Learning Context form</i> for the class/subject you identified as your focus and upload it to BB. • Complete <i>Verification of Permission to record</i> and upload to BB. • Submit completed information form <p><u>Additional Daily Tasks</u></p> <ul style="list-style-type: none"> • Continue to get to know all of your students and help them get to know you. 	<p>Week 2 – placement 1 Briefly describe your second week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Describe what steps you are taking to actively get to know individual students. • Describe the techniques your teacher uses to get students' attention, monitor behavior and redirect students to the learning task. Discuss how the students are responding to your direction and re-direction.

To Do's (Two Placements)	Reflections (Two Placements)
<ul style="list-style-type: none"> • Teach the identified subject/period daily • Plan for adding a second content area or class period next week. • Begin assuming responsibility for classroom routines (e.g., hall monitoring, breaks, attendance). • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	
<p>Week 3 – placement 1 <u>Daily/Weekly Tasks</u></p> <ul style="list-style-type: none"> • In collaboration with your cooperating teacher, identify a central focus – a concept, understanding or skill – that the students in your focus class need and you can teach on starting next week. • Develop lesson plans and gather necessary materials for the lessons you will be teaching • Make arrangements for your first observations – one from your university supervisor and one from your cooperating teacher. You will upload the completed Dynamic Forms <i>Formal Observation Forms</i> by the end of week 5. • Continue teaching the identified subject/period daily adding other classes/subjects • Increase teaching to a full half day of teaching (once or twice) this week. • Assume additional responsibility for other routines/duties (i.e., lunch, recess, opening and closing the school day, etc.). • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	<p>Week 3 – placement 1 Briefly describe your third week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Discuss in detail specific strategies your cooperating teacher uses to engage the students in meaningful content instruction in your class. How do you know the students are engaged, and how can you/they tell if the students are learning? • Describe some <u>specific strategies</u> that your teacher uses to meet the academic needs of the variety of learners in your classroom. Without using names, give specific examples of strategies your CT uses for students with IEP's or 504 plans, English Language learners, struggling readers, underperforming students, students with gaps in learning, gifted students, etc.
<p>Week 4 – placement 1 <u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • Videotape yourself teaching and your students engaging in one of your lessons this week using VidGrid and upload the 	<p>Week 4 – placement 1 Briefly describe your fourth week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have

To Do's (Two Placements)	Reflections (Two Placements)
<p><i>video recording</i> to BB as a compressed video.</p> <p><u>Additional Daily Tasks</u> Continue adding classes/contents as you build up to taking on full teaching responsibility.</p> <ul style="list-style-type: none"> • Collect student work from the lessons you are teaching • Provide constructive feedback on the work students to help them see what they are doing well and what they need to work on. • Return student work with constructive feedback and provide an opportunity for students to revisit the skill as needed. • Increase teaching to a full day or two of teaching this week and plan for teaching all day for the next two weeks. Make arrangements for two full weeks of clinical teaching. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	<p>Then...</p> <ul style="list-style-type: none"> • After viewing your video, analyze your teaching and the students' engagement in the learning. For each item cite the time stamp on the video <ul style="list-style-type: none"> ○ Describe a point in the lesson when the students are most engaged in the learning. What did you do to get them engaged? ○ Describe a point in the lesson when you are providing feedback to a student. How do think the feedback will reinforce their learning? ○ Describe something you noticed while watching the video that you were unaware of before watching. ○ What is one thing you would change about this lesson after watching the video? What would you do differently and why? • After providing feedback to students on their written work, what kind of feedback do you find easier to write specific comments about, positive (what they did well) or corrective (what they need to fix)?
<p>Week 5 – placement 1 (Week one of full teach)</p> <ul style="list-style-type: none"> • Complete your first two formal observations if not already done and upload the completed Dynamic Forms <i>Formal Observation Forms</i>. <p><u>Additional Daily Tasks</u></p> <ul style="list-style-type: none"> • Teach a full week of classes, all contents, sections, and transitions. • Collect student work from the lessons 4 and 5 of the lesson segment and analyze how students did overall as well as individual misconceptions. 	<p>Week 5 – placement 1</p> <p>Briefly describe your fifth week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have

To Do's (Two Placements)	Reflections (Two Placements)
<ul style="list-style-type: none"> • Provide constructive feedback on the work students submitted to help them see what they are doing well and what they need to work on. • Return student work with constructive feedback and provide an opportunity for students to revisit the skill as needed. • Take responsibility for all classroom routines and procedures. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	
<p>Week 6 – placement 1 (Week two of full teach) <u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • Make arrangements for a second observation from both your supervisor and your cooperating teacher. Upload the completed Dynamic Forms <i>Formal Observation Forms</i> by the end of week 7. <p><u>Additional Daily Tasks</u></p> <ul style="list-style-type: none"> • Teach a full week of classes, all contents, sections, and transitions, taking responsibility for all classroom routines and procedures. • Collaborate with your cooperating teacher on a plan to reduce teaching next week, retaining two contents (EC-6) or classes (secondary). • Ask your cooperating teacher to write a letter of recommendation • Contact your next cooperating teacher and make an appointment to meet. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	<p>Week 6 – placement 1 Briefly describe your sixth week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Discuss your experience with two weeks of full-teach. How did it go in terms of ... <ul style="list-style-type: none"> ○ Planning ○ Lesson delivery ○ Student Engagement ○ Managing materials ○ Managing behavior and transitions
<p>Week 7 (and 8 if 8 weeks) – placement 1 <u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • Complete the second observations from both your supervisor and your cooperating teacher if not already done. Upload the completed Dynamic Forms 	<p>Week 7 - 8 – placement 1 Briefly describe your seventh week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why

To Do's (Two Placements)	Reflections (Two Placements)
<p><i>Formal Observation Forms</i> by the end the week.</p> <ul style="list-style-type: none"> • Make sure that your placement summaries (from cooperating teacher and supervisor) get signed by all parties and uploaded. • Submit your Placement 1 log for signatures and make sure you are on track to completing 70 full days by the end of P2. <p><u>Additional Daily Tasks</u></p> <ul style="list-style-type: none"> • Decrease teaching responsibilities throughout the week. Be sure to consult with your cooperating teacher for the best way to accomplish this. • Complete any outstanding lesson follow-up and feedback as needed early in the week. • Try to schedule visits in some other classrooms. • Have your class do a “student assessment” of your time with them; share the results with your cooperating teacher and university supervisor at your final conference. • Return all borrowed materials to the appropriate person. • Update resume and list of references. • Write a “Thank-You” note to your cooperating teacher. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	<ul style="list-style-type: none"> • any questions or concerns you have <p>Repeat for your 8th week if you are still at placement 1</p> <p>Then...Final week only:</p> <ul style="list-style-type: none"> • Summarize your experience at your first placement, including... <ul style="list-style-type: none"> ○ your relationship with the students and how it developed over the 7-8 weeks. ○ what you learned from or were reminded of by observing and working with your cooperating teacher ○ your hopes going into your new placement
<p>Week 1 – Placement 2</p> <p><u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • Initiate Dynamic Forms for <i>Clinical Teaching Information Form</i> and upload to BB when complete. • Complete P2 Context form and P2 verification of permission to record students • Begin your Placement 2 log. 	<p>Week 1 – Placement 2</p> <p>Briefly describe your first week in placement 2 including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p>

To Do's (Two Placements)	Reflections (Two Placements)
<p><u>Additional Daily Tasks</u></p> <ul style="list-style-type: none"> • Learn classroom and school schedules and guidelines and assist in classroom management. Get to know your students' names, special needs, accommodations, etc. • Write a letter introducing yourself to your students and parents and get it approved by your university supervisor and cooperating teacher before sending it home. Include a copy in your clinical teaching e-portfolio. • Use your time in the classroom to observe, help, learn, ask questions, and explore resources. DO NOT plan lessons or work on other things while your cooperating teacher is teaching. • Complete a long-range plan of teaching responsibilities for the entire experience. • Meet with principal and/or other office personnel. • Teach selected lessons as manageable. Plan for assuming teaching responsibility of one content area (math is recommended for EC-6) or class period next week. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	<ul style="list-style-type: none"> • Provide your teacher's daily schedule that you will follow. Include <u>day(s)</u> and <u>times</u> followed by <ul style="list-style-type: none"> ○ Grade/subject/course ○ specials ○ planning ○ lunch ○ other • Insert your Letter of introduction... <i>(Paste in a copy of your letter of introduction that you sent home with the students.</i>
<p>Week 2 – Placement 2</p> <p><u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • Complete the <i>Learning Context form</i> for math (EC-6) or one class/subject you identified as your focus and upload it to BB. Note: at least one student must have an identified learning need (IEP, 504, ELL, struggling reader, underperforming on STAAR, etc.) • Identify an assessment that the students have taken or will take by the end of this week in your content area (EC-6 must be MATH) to analyze and provide feedback on. Gather and upload the following: 	<p>Week 2 – Placement 2</p> <p>Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Describe one student in detail (do not include their name) who will need extra support in their content instruction in your class. Include <ul style="list-style-type: none"> ○ Identified skills that they have demonstrated that they have

To Do's (Two Placements)	Reflections (Two Placements)
<ul style="list-style-type: none"> • A copy of the <i>Math/Content Assessment</i> Graded student responses will be submitted next week, so if using a test that was already administered, you will also need access to the student's responses. • The <i>Math/Content Lesson plan(s)</i> that you or your cooperating teacher used to teach the skills before they were/are assessed. • Complete <i>Verification of Permission to record</i> and upload to BB. <p><u>Additional Daily Tasks</u></p> <p>Continue to get to know the students and let them get to know you.</p> <ul style="list-style-type: none"> • Begin teaching one content area (Math for EC-6) or one class period (for single content teachers). • Plan for adding a second content area or class period next week. • Teach additional selected lessons as manageable. • Begin assuming responsibility for classroom routines (i.e., hall monitoring, breaks, attendance). • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm.. 	<p>already mastered and how they were measured</p> <ul style="list-style-type: none"> ○ Identified skills that they are performing below grade level on and how they were measured. ○ Other information you know about this student's everyday experiences, culture, language background, and interests ○ How you might use this information to build a relationship with and create meaningful lessons for this student
<p>Week 3 – Placement 2</p> <p><u>Assignments in BB:</u></p> <p>Gather responses for all students for the assessment you selected and delivered by last week. Grade and provide written feedback for all students to help them see what they are doing well and what they need to work on. Upload <i>Graded student responses with feedback</i> for all students to BB.</p> <p>Select 3 students to focus on who are struggling with the concept(s) being assessed and upload <i>3 Focus Student Responses</i> as a</p>	<p>Week 3 – Placement 2</p> <p>Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Discuss in detail specific strategies your cooperating teacher uses to engage the students in meaningful activities in your focus content area.

To Do's (Two Placements)	Reflections (Two Placements)
<p>separate PDF file to BB. Note: at least one of these students must have an identified learning need (IEP, 504, ELL, struggling reader, underperforming on STAAR, etc.)</p> <p><u>Additional Daily Tasks</u></p> <ul style="list-style-type: none"> • Make arrangements for your first two observations for P2 – one from your university supervisor and one from your cooperating teacher. You will upload the completed Dynamic Forms <i>Formal Observation Forms</i> by the end of week 4. • Teach additional selected lessons or sections of the same class as manageable. • Plan for adding a third and fourth content area or class periods next week. It is suggested that two teaching periods be back-to-back to allow for experience with transitions between periods. • Assume responsibility for other routines/duties (i.e., lunch, recess, opening and closing the school day, etc.). • Increase teaching to a full half day of teaching (once or twice) this week. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	<ul style="list-style-type: none"> • How do you know the students are engaged, and how can you tell if the students are learning? • Describe some of the specific strategies that your teacher uses to meet the content needs of the variety of learners in your classroom (give specific examples of students with IEP's or 504 plans, English Language learners, struggling readers, underperforming students, students with gaps in learning, gifted students, etc.).
<p>Week 4 – Placement 2</p> <p><u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • Complete your first two formal observations for P2 if not already done and upload the completed Dynamic Forms <i>Formal Observation Forms</i> to BB. • Videotape yourself teaching and your students engaging in one of your lessons again this week using VidGrid and upload the <i>video recording</i> to BB as a compressed video. Make sure to include one or more struggling learners you have been working with. 	<p>Week 4 – Placement 2</p> <p>Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • After viewing this week's video, analyze your teaching and their learning. Make sure to cite the time stamp on the video for each <ul style="list-style-type: none"> ○ How well did your struggling student(s) engage in the lesson?

To Do's (Two Placements)	Reflections (Two Placements)
<p><u>Additional Daily Tasks</u> Continue teaching first and second content areas or class periods. Begin teaching third and fourth content areas or class periods.</p> <ul style="list-style-type: none"> • Take time this week to focus on one or more struggling students and work to find meaningful ways to support their learning. • Work on transitions between teaching periods. • Increase teaching to a full day or two of teaching this week and plan for teaching all day for the next two weeks. Plan for two full weeks of clinical teaching. • Make arrangements for the principal to observe a future lesson. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	<ul style="list-style-type: none"> ○ What specific things did you do to support their learning? How did they respond? ○ What did you notice about your eye contact, “with-it-ness”, tone of voice, body language, professional language, etc. during the lesson? How did that impact the students? ○ What is one thing that surprised you when watching the video? ○ What might you do differently if you were to teach this lesson again?
<p><u>Week 5 – Placement 2 (Week one of full teach)</u></p> <p><u>Daily Tasks</u></p> <ul style="list-style-type: none"> • Teach a full week of classes, all contents, sections, and transitions. • Make arrangements for final observations from your supervisor and cooperating teacher. • Return student work and discuss constructive feedback with students. • Take responsibility for all classroom routines and procedures. • Ask your cooperating teacher to write a letter of recommendation. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm. 	<p><u>Week 5 – Placement 2</u> Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Describe how you are managing student engagement at this point in your clinical teaching. What are you doing to monitor and encourage student engagement throughout your lessons? • In which classes/subjects/times of day do you find the students most engaged? Least engaged? • How have you improved overall as a teacher up to this point? • What additional improvement Goals do you have?
<p><u>Week 6 – Placement 2 (Week two of full teach)</u> <u>Assignments in BB:</u></p>	<p><u>Week 6 – Placement 2</u> Briefly describe your week including</p>

To Do's (Two Placements)	Reflections (Two Placements)
<ul style="list-style-type: none"> • Make arrangements for a second observation from both your supervisor and your cooperating teacher. Upload the completed Dynamic Forms <i>Formal Observation Forms</i> by the end of week 7. <p><u>Additional Daily Tasks</u> Teach a full week of classes, all contents, sections, and transitions, taking responsibility for all classroom routines and procedures.</p> <ul style="list-style-type: none"> • Collaborate with your cooperating teacher on a plan to reduce teaching next week, retaining two classes (secondary) or subjects (EC-6). <p>Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm.</p>	<ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Discuss your experience with two weeks of full-teach. How did it go in terms of ... <ul style="list-style-type: none"> ○ Planning ○ Lesson delivery ○ Student Engagement ○ Managing materials ○ Managing behavior and transitions • Revise your Philosophy of Education from Intro to Education to reflect your more experienced views and paste it into your reflection journal for feedback from your university supervisor.
<p>Week 7 (and 8 if 8 weeks) – Placement 2 <u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • Upload the completed Dynamic Forms for <i>Formal Observations</i> (2nd observations for P2) by the end the week if not already done. • Submit Placement 2 summaries from Cooperating teacher and supervisor with all parties signatures. • Write your final reflection <u>before</u> Friday and Download <i>all reflections with your supervisor's coaching comments</i> and upload it all as one PDF to BB. Note: you will not have a response for the last one before you upload it. <p><u>Additional Daily Tasks</u> Decrease teaching responsibilities. Be sure to consult with your cooperating teacher for the best way to accomplish this.</p>	<p>Week 7– placement 2 Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <p>Summarize your experience at your second placement.</p> <ul style="list-style-type: none"> • Describe your relationship with the students and how it developed over the 7-8 weeks. • Describe what you learned from or were reminded of by your cooperating teacher about teaching strategies, student engagement, classroom management, etc. • Describe your experience with the content you taught. Discuss how your understanding now compares with your

To Do's (Two Placements)	Reflections (Two Placements)
<ul style="list-style-type: none"> • Grade any outstanding student work and provide feedback early in the week. • Try to schedule visits in some other classrooms. • Have your class complete a “student assessment” of your time with them; share the results with your cooperating teacher and university supervisor at your final conference. • Return all borrowed materials to the appropriate person. • Update resume and list of references. • Write a “Thank-You” note to your cooperating teacher. 	<p>understanding of the content coming into the class? What are your hopes going into your new placement?</p>

Gradual Induction of Teaching Responsibility and Corresponding Reflections

One Placement

Below is a suggested 14-week plan for gradual induction into full classroom responsibility including four weeks of full teaching responsibilities. The reflections are based on the increasing responsibilities of the clinical teacher. Any necessary adjustments to the reflections should be discussed with the supervisor in advance.

To Do's (Single Placement)	Reflections (Single Placement)
<p>Week 1 of 14 <u>Assignments in BB:</u> Initiate <i>Dynamic Forms for Clinical Teaching Information Form</i> and upload to BB when completed (signed by ALL parties and returned to your email).</p> <p><u>Additional Daily Tasks</u></p> <ul style="list-style-type: none"> • Learn classroom and school schedules and guidelines and assist in classroom management. Get to know your students' names, special needs, accommodations, etc. • Write a letter introducing yourself to your students and parents and get it approved by your university supervisor and cooperating 	<p>Week 1 of 14 Briefly describe your first week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Provide your teacher's daily schedule that you will follow. Include day(s) and times followed by <ul style="list-style-type: none"> ○ Grade/subject/course ○ specials ○ planning ○ lunch ○ other

To Do's (Single Placement)	Reflections (Single Placement)
<p>teacher before sending it home. Include a copy in your clinical teaching e-portfolio.</p> <ul style="list-style-type: none"> • Use your time in the classroom to observe, help, learn, ask questions, and explore resources. DO NOT plan lessons or work on other things while your cooperating teacher is teaching. • Complete a long-range plan of teaching responsibilities for the entire experience. • Meet with principal and/or other office personnel. • Check videotape permissions of your students and send home the video permission letter as needed. • Teach selected lessons as manageable. Plan for assuming teaching responsibility of one content area (literacy is recommend for EC-6) or class period next week. • Plan to extend your classroom duties by attending faculty meetings, conferences, etc. Schedule university supervisor visit. • Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm.. 	<ul style="list-style-type: none"> • Insert your Letter of introduction... <i>Paste in a copy of the letter of introduction that you sent home with the students.</i>
<p>Week 2 of 14 <u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • In collaboration with your cooperating teacher, identify one subject or one class period to start teaching in. Gather information on the learning strengths and needs of students in that class for that subject to begin. Complete the <i>Learning Context form</i> for the class/subject you identified as your focus and upload it to BB. • Complete <i>Verification of Permission to record</i> and upload to BB. • Submit completed information form from week 1. <p><u>Additional Daily Tasks</u></p>	<p>Week 2 of 14 Briefly describe your second week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Describe what steps you are taking to actively get to know individual students. • Describe the techniques your teacher uses to get students' attention, monitor behavior and redirect students to the learning task. • Discuss how the students are responding to your direction and re-direction.

To Do's (Single Placement)	Reflections (Single Placement)
<p>Continue to get to know the students and let them get to know you.</p> <ul style="list-style-type: none"> • Gather evidence on your students learning strengths and needs, including the items in the reflection. • Begin teaching one content area (literacy recommended for EC-6) or one class period (for single content teachers). • Plan for adding a second content area (math recommended for EC-6) or class period next week. It is suggested that the two teaching periods not be back-to-back initially. • Teach additional selected lessons as manageable. • Begin assuming responsibility for classroom routines (i.e., hall monitoring, breaks, attendance). • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm. 	
<p>Week 3 of 14</p> <p>Continue teaching first content area or class period. Begin teaching second content area or class period.</p> <ul style="list-style-type: none"> • Teach additional selected lessons or sections of the same class as manageable. • Plan for adding a third and fourth content area or class periods next week. It is suggested that two teaching periods be back-to-back to allow for experience with transitions between periods. Assume responsibility for other routines/duties (i.e., lunch, recess, opening and closing the school day, etc.). • Increase teaching to a full half day of teaching (once or twice) this week. • Schedule University Supervisor visit. 	<p>Week 3 of 14</p> <p>Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Discuss in detail specific strategies your cooperating teacher uses to engage the students in meaningful content instruction in your class. • How do you know the students are engaged, and how can you tell if the students are learning? • Describe some of the specific strategies that your teacher uses to meet the academic needs of the variety of learners in your classroom

To Do's (Single Placement)	Reflections (Single Placement)
<ul style="list-style-type: none"> Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm. 	<p>(give specific examples of students with IEP's or 504 plans, English Language learners, struggling readers, underperforming students, students with gaps in learning, gifted students, etc.).</p>
<p>Week 4 of 14</p> <ul style="list-style-type: none"> Videotape yourself teaching and your students engaging in one of your lessons this week using VidGrid and upload the <i>video recording</i> to BB as a compressed video. <p><u>Additional Daily Tasks</u> Continue adding classes/contents as you build up to taking on full teaching responsibility.</p> <ul style="list-style-type: none"> Collect student work from the lessons you are teaching Provide constructive feedback on the work students to help them see what they are doing well and what they need to work on. Return student work with constructive feedback and provide an opportunity for students to revisit the skill as needed. Increase teaching to a full day or two of teaching this week and plan for teaching all day for the next two weeks. Make arrangements for two full weeks of clinical teaching. <p>Complete and post weekly reflections in the Google Doc by Friday at 6:00 pm.</p>	<p>Week 4 of 14 Briefly describe your week including</p> <ul style="list-style-type: none"> something that went well and why something that could have gone better and why any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> After viewing this week's video, analyze your teaching and their learning. Make sure to cite the time stamp on the video for each <ul style="list-style-type: none"> How well did your struggling student(s) engage in the lesson? What specific things did you do to support their learning? How did they respond? What did you notice about your eye contact, "with-it-ness", tone of voice, body language, professional language, etc. during the lesson? How did that impact the students? What is one thing that surprised you when watching the video? What might you do differently if you were to teach this lesson again?
<p>Week 5 of 14 <u>Assignments in BB:</u></p> <ul style="list-style-type: none"> Complete and upload formal observation 1 from your cooperating teacher and supervisor if not already done and upload the completed Dynamic Forms <i>Formal Observation Forms</i>. 	<p>Week 5 of 14 Briefly describe your week including</p> <ul style="list-style-type: none"> something that went well and why something that could have gone better and why any questions or concerns you have <p>Then...</p>

To Do's (Single Placement)	Reflections (Single Placement)
<p><u>Additional Daily Tasks</u></p> <ul style="list-style-type: none"> • Continue teaching first and second content areas or class periods along with other responsibilities added in week. • Coordinate with your cooperating teacher on lesson plans and plan ahead to take on all responsibilities starting week 6. • Collect student work and provide constructive feedback on the work students submitted to help them see what they are doing well and what they need to work on. • Return student work with constructive feedback and provide an opportunity for students to revisit the skill as needed. • Take responsibility for all classroom routines and procedures. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm. 	<ul style="list-style-type: none"> • Describe how you are managing student engagement at this point in your clinical teaching. What are you doing to monitor and encourage student engagement throughout your lessons? • In which classes/subjects/times of day do you find the students most engaged? Least engaged? • Describe some of the written feedback you have given students. How do you think it will help them? • How have you improved overall as a teacher up to this point? • What additional improvement Goals do you have?
<p>Week 6 of 14 (First week of full teach) Teach all classes, contents and sections assigned to your cooperating teacher.</p> <ul style="list-style-type: none"> • Take responsibility for all transitions, classroom routines and procedures. • Complete weekly reflection and assignment, and make sure it is in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 6 of 14 Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <p>Discuss how you are managing full teach</p> <ul style="list-style-type: none"> • What things have become routine that you do not have to spend as much time on? • What things are you struggling to get done well? • How are the students responding to you as their all day teacher?
<p>Week 7 of 14 (Second week of full teach) Teach all classes, contents and sections assigned to your cooperating teacher.</p> <ul style="list-style-type: none"> • Take responsibility for all transitions, classroom routines and procedures. 	<p>Week 7 of 14 Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why

To Do's (Single Placement)	Reflections (Single Placement)
<ul style="list-style-type: none"> Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<ul style="list-style-type: none"> any questions or concerns you have <p>Then...</p>
<p>Week 8 of 14 (Third week of full teach)</p> <p><u>Assignments in BB:</u></p> <ul style="list-style-type: none"> Complete the second observations from both your supervisor and your cooperating teacher if not already done. Upload the completed Dynamic Forms <i>Formal Observation Forms</i> by the end the week. Make sure that your placement summaries (from cooperating teacher and supervisor) get signed by all parties and uploaded. <p><u>Additional Daily Tasks</u></p> <p>Teach all classes, contents and sections assigned to your cooperating teacher.</p> <ul style="list-style-type: none"> Take responsibility for all transitions, classroom routines and procedures. Collect student responses from something that your students have been working on Provide constructive feedback on the work students submitted to help them see what they are doing well and what they need to work on. Return student work with constructive feedback and discuss your feedback with them. Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 8 of 14</p> <p>Briefly describe your week including</p> <ul style="list-style-type: none"> something that went well and why something that could have gone better and why any questions or concerns you have <p>Then...</p> <p>Consider student performance on assignments you have provided feedback on</p> <ul style="list-style-type: none"> What aspects of the learning did most or all of the students demonstrate mastery for? What did students struggle with most? How will you revisit those skills? How have individual students responded to your feedback?
<p>Week 9 of 14 (Fourth week of full teach)</p> <p>Teach all classes, contents and sections assigned to your cooperating teacher.</p> <ul style="list-style-type: none"> Take responsibility for all transitions, classroom routines and procedures. 	<p>Week 9 of 14</p> <p>Briefly describe your week including</p> <ul style="list-style-type: none"> something that went well and why something that could have gone better and why any questions or concerns you have

To Do's (Single Placement)	Reflections (Single Placement)
<ul style="list-style-type: none"> • Ask an administrator to visit your classes and observe you teach. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Then...</p> <p>Discuss what you like best and least about teaching so far.</p> <ul style="list-style-type: none"> • What specifically do you like about the subject(s), students at this grade/age, interactions with other adults, etc. • How can you use this information to decide where to apply when you graduate?
<p>Week 10 of 14</p> <p>Begin decreasing teaching responsibility</p> <ul style="list-style-type: none"> • Make arrangements for observation 3 from your cooperating teacher and supervisor • Teach 2-3 subjects or sections daily • Schedule visits to other classes. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 10 of 14</p> <p>Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <ul style="list-style-type: none"> • Summarize the feedback you have been getting from your cooperating teacher from the beginning of your placement to now. • How has the feedback changed? • How have you changed? • In what ways do you think this experience is preparing you for your first teaching position?
<p>Week 11 of 14</p> <p><u>Daily Tasks</u></p> <p>Continue decreased teaching responsibility</p> <ul style="list-style-type: none"> • Teach 2-3 subjects or sections daily • Schedule visits to other classes. • Observe other teachers' classes. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 11 of 14</p> <p>Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <p>Discuss how it feels to be reducing your teaching time and giving back responsibility to the cooperating teacher.</p> <ul style="list-style-type: none"> • How are the students reacting? • How are you feeling about leaving them? • What more do you wish you could do before leaving?

To Do's (Single Placement)	Reflections (Single Placement)
<p>Week 12 of 14 <u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • Complete and upload formal observation 3 from your cooperating teacher and supervisor if not already done and upload the completed Dynamic Forms <i>Formal Observation Forms</i> to BB. • Videotape yourself teaching and your students engaging in one of your lessons this week using VidGrid and upload the <i>video recording</i> to BB as a compressed video. <p><u>Additional Daily Tasks</u> Continue decreased teaching responsibility</p> <ul style="list-style-type: none"> • Teach 2-3 classes or sections daily and schedule visits to other classes. • Video record one of the lessons you teach this week and analyze it in your reflection • Ask your cooperating teacher to write a letter of recommendation. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 12 of 14 Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why • any questions or concerns you have <p>Then...</p> <p>Review your video recording from this week. Answer the questions/prompts below in complete and thoughtful sentences. For each response, use a few sentences that clearly and concisely communicate the observations and learning from the lesson. Make sure to cite time stamps for each.</p> <ul style="list-style-type: none"> • Describe what techniques you used to engage students in the learning. • Identify at least one specific behavior that surprised you when watching the video or as you were teaching the lesson. • How did you monitor and encourage student engagement throughout the lesson? • What instructional strategy or strategies did you use in the lesson? Why did you select these strategies? • How did students demonstrate their understanding of the concepts or skills? • What did you notice about your eye contact, "with-it-ness", tone of voice, body language, professional language, etc. during the lesson? • Identify a part of the lesson that you would change. What would you do instead? Why?
<p>Week 13 of 14 <u>Assignments in BB:</u></p> <ul style="list-style-type: none"> • Complete and upload formal observation 4 from your cooperating teacher and supervisor if not already done and upload 	<p>Week 13 of 14 Briefly describe your week including</p> <ul style="list-style-type: none"> • something that went well and why • something that could have gone better and why

To Do's (Single Placement)	Reflections (Single Placement)
<p>the completed Dynamic Forms <i>Formal Observation Forms</i> to BB.</p> <p><u>Additional Daily Tasks</u></p> <p>Continue to decrease teaching responsibility.</p> <ul style="list-style-type: none"> • Schedule visits to other classes • Teach 1-2 classes or subjects daily. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm 	<ul style="list-style-type: none"> • any questions or concerns you have Then... <p>Summarize your experience with clinical teaching.</p> <ul style="list-style-type: none"> • Describe your relationship with the students and how it developed over the past 13 weeks. • Describe what you learned from or were reminded of by your cooperating teacher about teaching strategies, student engagement, classroom management, etc. • Describe your experience with the content you taught. • Discuss how your understanding now compares with your understanding of the content coming into the class? • What are your hopes going into your first teaching job? <p>Revise your Philosophy of Education from Intro to Education to reflect your more experienced views and paste it into your reflection journal for feedback from your university supervisor.</p>
<p>Week 14 of 14</p> <p>Continue to decrease teaching responsibility; schedule visits to other classes</p> <ul style="list-style-type: none"> • Have your class do a “student assessment” of your time with them; share the results with your cooperating teacher and university supervisor at your final conference. • Return all borrowed materials to the appropriate person. • Update resume and list of references. • Write a “Thank-You” note to your cooperating teacher. • Assist the cooperating teacher in teaching and duties, but release responsibility back. 	<p>Week 14 of 14</p> <p>Briefly describe your final week including something that went well, something that could have gone better and any questions or concerns you have.</p>

To Do's (Single Placement)	Reflections (Single Placement)
<ul style="list-style-type: none">• Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm	

Appendix B: Supervisory Visits and Pre/Post-Conferences

Initial conference with cooperating teacher:

- Introduce or review Clinical Teaching Handbook, emphasizing forms, requirements and schedules, and explain the Dynamic Forms process
- Address any questions about the clinical teaching experience requirements, etc. that may have developed after the clinical teacher training
- Provide cooperating teacher with contact information, in case there are needs between supervisory visits
- Go over documentation/forms: *Coaching* form (weekly), *Formal Observation* form (completed twice during a seven-week clinical teaching experience), and *Placement Summary* form
- Reinforce importance of the clinical teacher submitting lesson plans, following teachers' work day (time schedule), and how time is to be spent by the clinical teacher, in the classroom when not teaching

Initial contact with principal(s) or administration:

University supervisors are the face of Concordia University Texas and the College of Education during the clinical teaching experience. Supervisors should try to provide the principal or other administrators with contact information, in case special needs should arise.

Supervisory Visits:

Typically, clinical teachers will have four supervisory visits during the clinical teaching experience. Additional (scheduled or unscheduled) supervisory visits may occur, if needed.

Pre-observation conference with the clinical teacher

- Review clinical teaching e-portfolio, including log, lesson plans and coaching forms
- Review lesson plan for observation
- Use [T-TESS Appraiser Sample Conferencing Questions](#) for pre- and post-conferences

Observation (Must be at least **45 minutes** in length.)

- Script the lesson, gathering data and notes that will capture observations of the clinical teacher during the 45 minute observation
- Use the script to complete the *Formal Observation* form in Dynamic Forms

Post-observation conference with the clinical teacher

The post-observation conference may include the clinical teacher and the cooperating teacher. Or, an individual conference with the clinical teacher may occur first, followed by a conference between the supervisor and the cooperating teacher.

- Use [T-TESS Appraiser Sample Conferencing Questions](#) to help prepare pre- and post-conference questions
- Must be synchronous via an in-person or virtual face-to-face meeting or by phone
- Discuss observation notes, as well as cooperating teacher's observations of the clinical teacher
- Discuss any other issues regarding the clinical teacher (professionalism, dress code, attendance, etc.)
- Share areas for reinforcement and refinement
- Discuss any other clinical teacher concerns
- Facilitate goal setting and provide resources to support the clinical teacher's learning and goals

The University Supervisor and Special Issues

Moving the clinical teacher

A university supervisor may find a serious mismatch between a clinical teacher and educational setting. If this happens, the Department Chair and Placement Director should be advised immediately, and only together should consideration for changing the placement be made.

Placement Summary

The *Placement Summary* form must provide specific examples that illustrate the clinical teacher's performance as aligned with the [Texas Pedagogy and Professional Responsibilities Standards](#). The *Placement Summary* must be discussed with the clinical teacher in an individual conference. This conference must occur after the fourth (or final) supervisory visit from the university supervisor. The clinical teacher, university supervisor and cooperating teacher will sign the *Placement Summary* form.

Intervention Plans

If the clinical teacher is not meeting the standards for the clinical teaching experience, an *Intervention Plan* is required. An intervention plan must be written to address specific growth areas using the Concordia University Texas *Intervention Plan* form. The form should be completed in consultation with the cooperating teacher, university supervisor, department chair, and clinical teacher. The clinical teacher must successfully meet the requirements of the intervention plan to pass the clinical teaching experience.

Appendix C: 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
PLANNING	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	
	1.3-Knowledge of Students Students' prior knowledge Adjustments to student needs/learning styles Diverse learning for strengths & gaps	
	1.4-Activities Questions/HOTS Grouping students Problem solving/Goal setting	
INSTRUCTION	2.1-Achieving Expectations High, challenging expectations Student mistakes/self-correction Student initiative/self-monitoring	

INSTRUCTION	<p>2.2-Content Knowledge & Expertise Content knowledge in multiple contexts Objectives cross-disciplinary Sequencing & linking instruction</p>	
	<p>2.3-Communication Anticipating misunderstandings Verbal and written communication Questioning and wait time</p>	
	<p>2.4-Differentiation Individualized lessons Monitoring participating & performance Differentiated content & methods (process)</p>	
	<p>2.5-Monitor & Adjust Individualized lessons Monitoring participating & performance Differentiated content & methods (process)</p>	
LEARNING ENVIRONMENT	<p>3.2-Managing Student Behaviors Behavior systems Behavior standards</p>	
	<p>3.3-Classroom Culture Relevant, meaningful learning Working respectfully (individual & group) Collaboration & rapport</p>	

Appendix D: CTX Dispositions to Teach

3 = Identified Strength

2 = Satisfactory

1= Identified Concern

Learner Development and Diversity	1. respects and accounts for learners' academic, linguistic and cultural differences ____ 2. believes all students can learn and holds all learners to high expectations ____ 3. demonstrates compassion and advocates for all learners ____ 4. avoids ethnocentric and gender-specific generalizations ____ 5. promotes intercultural interaction ____ Specific concerns or achievements:
Critical Thinking & Reflective Practice	6. reflects on experiences and engages in self-assessment to grow from them ____ 7. accepts constructive criticism from others ____ 8. is flexible and open to new ideas ____ 9. meets challenges with critical thinking ____ 10. demonstrates ability to solve problems ____ Specific concerns or achievements:
Professional-ism	11. maintains high expectations for self and others ____ 12. follows through with commitments ____ 13. manages and organizes multi-step tasks and projects ____ 14. maintains appropriate personal appearance in learning and professional contexts ____ 15. meets attendance and participation requirements and is punctual ____ Specific concerns or achievements:
Ethical Practice	16. understands the intent of and follows all academic policies ____ 17. demonstrates academic honesty and professional integrity ____ 18. readily separates personal and professional issues ____ 19. understands the intent of and follows all policies regarding teaching ____ 20. maintains privacy and confidentiality unless disclosure is required by law ____ Specific concerns or achievements:
Communication	21. communicates effectively with all stakeholders orally and in writing ____ 22. demonstrates professional interpersonal skills with all stakeholders ____ 23. accepts and appreciate diverse opinions and perspectives ____ 24. shows enthusiasm for working collegially and works productively as a team member ____ 25. understands and respect others' perspectives about teaching ____ Specific concerns or achievements:
Content and Instruction	26. maximizes own learning experiences to deepen understanding and master content ____ 27. demonstrates enthusiasm for and ability to master challenging material ____ 28. assesses and analyzes students' individual needs prior to designing instruction ____ 29. prepares and implements lesson and materials to meet individual student needs within discipline specific contexts ____ 30. effectively uses available technologies to maximize engagement and learning ____ Specific concerns or achievements:

Appendix E: Host Families for out of area LTD students

Concordia Texas LTD students have an opportunity to gain new perspectives into congregational ministry in addition to the classroom during their professional semester. Those who are placed outside Austin may find their own housing or may request the University's assistance to be housed with a member of a supporting congregation. Students who request the University's assistance must apply for housing. Arrangements for this housing will be made by the Field Placement Director and principal. The teacher candidate will be charged a housing fee equal to the current Concordia housing cost, which will be paid to the host family by the university.

Host Families

The following suggestions for the host family are designed to enhance the experience for both host and student and to help the teacher candidate feel welcome in your home:

- Provide a separate bedroom for Concordia Texas student(s). If two students are housed by a family, each student receives his/her own bed. Hangers, towels, and bedding will be provided by the host family.
- Provide a quiet workspace for student and adequate storage space for belongings.
- Provide meals for the student when he/she is at home. Supply a brown-bag lunch, lunch money, or supper provisions when necessary.
- Discuss family routines and household tasks upon the teacher candidate's arrival. Specific points you may wish to consider include:
 - Routines & Meal Times
 - meal chores and lunch making routines
 - quiet hours, stereo/TV times, and noise levels
 - bedtime and rising hours and routines
 - special obligations/routines of family members
 - Saturday and Sunday routines
 - church/school responsibilities and times
 - family devotion schedules
 - Shared Use of Facilities
 - laundry (washing & ironing)
 - bathroom
 - kitchen
 - telephone
 - television
 - garage or parking availability
 - other facilities in the home

- There may be times when the teacher candidate is at home and may be willing to stay with younger children, but do not expect him/her to continuously serve as a live-in babysitter.
- Your Concordia Texas student may come home excited about the day's successes or overwhelmed with the new role. Be a good listener and offer reassurance as needed.
- Treat the teacher candidate as a professional. Avoid discussing students, parents, teachers, or parishioners.
- Encourage your teacher candidate to take time for relaxing with you and your family, friends in the congregation, or other student teachers in the area.
- If conflicts arise, first discuss the issue with the teacher candidate.
- If a serious problem arises, inform the school principal immediately.

LTD Students

If you are an LTD student requesting a Lutheran school outside of the area and request the University's assistance with housing arrangements, you will be assessed a housing fee by the university and will be placed with a host family. Students who request the University's assistance must apply for housing. Arrangements for this housing will be made by the Field Placement Director and principal. The teacher candidate will be charged a housing fee equal to the current Concordia housing cost, which will be paid to the host family by the university.

The following suggestions are intended to facilitate a positive experience for teacher candidates who will be the guests of a family or parishioner of a congregation. These suggestions are broad and attempt to give general guidelines for a variety of situations:

- Agree on arrangements for use of shared facilities: kitchen, bathroom, laundry, garage or parking available, and any other facilities in the home.
- Your host family will be expected to provide the following comforts for you: a bedroom and place to study; bedding, towels, and hangers; laundry facilities; meals and brown bag lunches; closet and storage space for belongings. You will furnish your own personal items.
- Plan to work around family routines, chores, and activities:
 - meal times
 - lunch-making routines
 - quiet hours
 - special obligations and routines of various family members
 - special Saturday and Sunday routines and activities
 - meal preparations

- laundry
- bedtime and rising hours and routines
- stereo/TV times and noise levels
- church/school responsibilities and times
- Keep your room neat and all your personal belongings in your room or storage place.
- Be willing to occasionally supervise younger family members if it fits your home-time schedule, but do not become the resident babysitter.
- Communicate with the host family concerning your routine and plans. Ensure that they know when/if to expect you for meals and approximately when to expect you in the evenings and weekends.
- Visit with the family, so they become acquainted with you as a person and a professional. Avoid conversations about students, parents, teachers, or school policies.
- Participate in family devotions. If these are not a practice in your host family, you might help the family institute such a practice by sharing your classroom devotions and/or devotional materials.
- Remember, you are responsible for your own transportation, not the host family.

Each family and home will vary, so it is important for the teacher candidate and hosts to discuss specific arrangements, responsibilities, and expectations upon the teacher candidate arriving in the home.

Host Family Agreement Form

Concordia University Texas agrees to pay \$_____ per student teacher to each host family. This will be paid directly to you by the University in two payments. The first payment will be made during the first week and the second payment will be made midway through the experience.

[To ease record-keeping on your part, host-family payments are made on a non-accountable reimbursement plan basis, meaning that we do not require a reporting of how the money was spent. According to IRS regulations, payments of \$600 or greater made in one tax year to an individual under a non-accountable reimbursement plan are reportable as income on Form 1099-MISC, using the taxpayer identification information you provide on the form W-9. This income must be reported on your annual tax return as income. Please consult your tax professional or IRS regulations to determine what expenses you may be able to deduct relating to this income.]

The responsibilities of the host are spelled out on the sheet entitled "Roles and Responsibilities of Hosts".

The student teacher will spend sixteen (16) weeks with his/her host. Arrival will be the weekend of _____ and departure will be the weekend of _____.

Student Teacher: _____

I have read "Roles and Responsibilities of Hosts" and agree to serve in that important capacity. Should any serious problems arise concerning my ability to fulfill this commitment, I will notify the principal and the University immediately.

Signature of Host

Date

PLEASE PRINT:

Name: _____

Address: _____

(City)

(State)

(Zip)

Phone Number: () _____ Email: _____

Please return all signed paperwork to: Carol Trovall
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726