

Goals



Understand

- Requirements
- Roles
- Responsibilities



Get to know & begin planning
with Supervisors

Brief presentation from ATPE at 11:00

Introductions



- EDU Team and University Supervisors
 - Name
 - Your Inspiration
 - Role/Who you will be supervising
- Student Teachers
 - Name
 - Placement(s)
 - Something you hope to get out of today

TE_xES EXAMS



Schedule on a Saturday

TEA Certifies



- **Texas Certification linked on our webpage:**
<https://www.concordia.edu/academics/college-of-education/texas-certification.html>
- **Follow Application Instructions for Standard Certification/Initial Teacher Certification**
- **Use TEAL Login to apply**



TEA Login (TEAL)

NOTICE: TEA Web Applications will not be available each Sunday morning from 5:00am to 2:00pm due to routine maintenance. Please do not access your applications during this time period. **You could lose data.**

Don't have an account? [Request New User Account](#)

Username:

Password: [Show Password](#)

[Forgot your password?](#)
[Forgot your username?](#)

Clinical Teaching Handbook



Clinical Teaching Handbook

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



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Online Access



www.Concordia.edu

Academics

Majors & Programs

College of Education

Teacher education Program

Current Teacher Education Students

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



Bookmark this page!

Roles & Responsibilities (pp 3-4)



- Clinical Teacher

- Build Relationships
- Plan and Prepare
- Complete Weekly To-Do's and Reflections
- Coordinate Observations
- Upload assignments to BBLearn

In the
handbook

Roles & Responsibilities (pp 3-4)



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

Roles & Responsibilities (pp 3-4)



- Cooperating Teacher

- Coach

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

- Collaborate

- Planning



Procedures & Expectations (pp 6-10)



Attendance

- **70 Full Days**
 - Typical work day of a district/campus teacher
 - No fewer than 7 hours
 - Early release can count if you follow the campus teachers' expectations
- Daily log (Excel)—
 - Record daily and make available for supervisor to monitor
 - Submit as attachment via Dynamic Forms for verification at end of each 8 weeks

Procedures & Expectations (pp 6-10)



Weekly Reflections

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

Procedures & Expectations (pp 6-10)



Co-curricular Activities

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



Procedures & Expectations (pp 6-10)



Clinical Teaching Experience

- Pass/Fail
- Assignments in BB by due dates

E-Notebook/Portfolio

- School Calendar
- Lesson plans
- Coaching Forms
- Communication
- Resources
- Other...

Procedures & Expectations (pp 6-10)



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

Questions so far...



Documents in BB Course



BBLearn - Student access Friday
before classes begin

- Syllabus
- Checklist
- Lesson Planning Documents
- Assignments P1
- Assignments P2

[Blackboard](#)

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Documents on Website



- Clinical Teaching Handbook
- Today's PPT
- Checklist (also in course)
- Observation Coaching Form
- Teaching the Faith
- T-TESS Appraiser Questions
- Verification of Permission to Record
- Videotape Consent Form

Appendix A (p 11-31)



Weekly To-Do's and Reflections

- Gradual Induction – one or two placements
- Side by Side (To do and Reflections)
- Pages by Placement
 - pp 11-21 (two placements)
 - pp 22-30 (one placement) Summer

Appendix A



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

Reflections - Example



Weekly Reflections

Week 1
August 24th-August 28th

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

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

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

C Carol Trovall
8:38 AM Aug 31

Excellent! It is good that they work closely as a team, especially with the new demands from COVID-19.

C Carol Trovall
8:36 AM Aug 31

Appendix B – Observations



- Observations

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

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

Appendix B - Placement Summary



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



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

Appendix C – Coaching Form



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



Clinical Teaching Coaching Form

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

Clinical Teacher: _____ Grade/Level: _____

Date(s): _____

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

Electronic Portfolio



Google Drive Folder

—Create and share with supervisor

- Reflections Doc
- Calendar
- Lesson plans
- Coaching Forms
- Video lessons
- Resources
- Other

Supervisor – Coop Orientation

Super



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





Planning Time



- Discuss questions/concerns with your supervisor
 - Share contact information
 - Checklist – Timeline
 - Lesson Planning and Observations
 - Weekly Reflections – submit and respond plan
- Planning
 - Initial meeting with Cooperating Teacher
 - Tentative observation plan



Welcome

Yvette Milner



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