



Clinical Teaching
Orientation Spring 2020
December 13, 2020 8:30 am

Breakfast Celebration



- Celebration of and words from our fall graduates
 - Isaak Bestian



Get Acquainted



- Students and supervisors - get to know each other



- Student – introduce your supervisor
- Supervisor – introduce your students

Certification Policies



CERTIFICATION EXAM RELEASE

- Release needed even after clinical teaching
- 60 days to register for & complete exam



Certification Exam



Texas Educator Certification Examination Program site

- <http://www.tx.nesinc.com/>



Certification through TEA



- **Texas Certification linked on our webpage:**
<https://www.concordia.edu/academics/college-of-education/texas-certification.html>
- **Follow Application Instructions**



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?](#)

The Folders



- One folder for each
 - Clinical Teacher
 - University Supervisor
 - Cooperating Teacher
 - University Supervisors will bring these when training cooperating teachers on our processes



Handbook - Responsibilities



PP 3 - 5: Read through your part...

- Clinical Teacher
- *Cooperating Teacher (supervisors – mark to review when you meet)*
- University Supervisor



Questions?

Concerns?



Procedures and Expectations (P 5)



Weekly Reflections

- Based on weekly assignments and gradual induction
- Coaching Opportunity for supervisors
- Mandatory – evidence of coaching for TEA

Appendix A (p 11-31)



Weekly To-Do's and Reflections

- Gradual Induction based on one or two placements
- Use “to do’s” to Plan ahead with cooperating teacher
- *Reflections Due Fridays by 6:00 pm*



Appendix A



Coaching Comments

- *Feedback by Monday at 6:00 pm*
- *Students **read and respond** to any questions or requests by Tuesday at 6pm*

Notes:

- *Supervisors and supervisees may adjust their deadlines, but be consistent and follow what you agree upon*
- ***Urgent matters** are dealt with immediately, not in the reflections*

Reflections - Example



1. I am currently teaching...

I am currently teaching science. I have completely taken over science for all 3 blocks. This started on Thursday. I wanted to quickly get my feet wet by taking over just one subject, then when my cooperating teacher and I are comfortable, I will be taking over social studies. I still feel that I have a lot to learn and the weeks are just flying by. I started the unit on the Ecosystem and so far, I am enjoying the lessons. I have realized that there is a lot more prep time that is involved in these lessons than I originally thought but I am fine with that. Since science is provided to the teachers in kits, it makes it easier to plan and teach lessons. What my cooperating teacher likes to do is add other lessons for the students, so they have a better understanding of the lesson previously taught. It's not that she doesn't like the kits lessons, she just feels that they are not getting enough information from them that would help them for the STAR test. I really like this kind of thinking because it is for the students benefits not just busy work.

Commented [142]: WhooHoo!! Let's do your observation in this then!

Commented [143]: Much more content depth in 5th grade than 2nd.

Commented [144]: Especially since she is integrating the science and social studies where possible.

2. My schedule for the coming week...

My schedule for the coming week is to continue to teach science for all blocks and help with the business fair planning and prep for the lessons. These lessons will be next week, and I will assist during the lessons. In science I am covering the ecosystem and it is going really well so far. I will also take over the second step lessons in the morning during the homeroom class. These are similar to the 2nd grade lessons as far as watching videos and discussing the content but there less activities for the students to do. What I do like is that we can have deeper conversations about feelings and situations with them.

Commented [145]: When is business fair?

Commented [146]: Business Fair is Dec. 7!!!

3. Overall this week went...

Overall this week went well. I feel very overwhelmed with the amount of information that goes on throughout the day that I am needing to remember. The whole 5th grade team has so many things that they are juggling with on top of preparing for the lessons for the day. With having to factor in INOVA data checkpoints, business fair information, staff/team meetings, parent conferences, accommodations and modifications for those who need them, and the list goes on. With all the information, I find it hard to keep up with everything. I am trying to keep a positive mindset as I go into my third week because I am working to start full teach during the following week.

Commented [147]: And probably more opportunity to apply them? Are you seeing the students make connections in real time (playground, class interactions, etc.) where they use the social skills taught?

Commented [148]: I have noticed that our homeroom students are very aware of others feelings. It's nice to see their...

Commented [149]: And you get to just focus on 2 subjects instead of all of them like you did in 2nd grade.

Commented [150]: A little more background on this?

Commented [151]: I'm still learning about the program but from what I understand, it tracks students test scores and combines them with social skills and projects what they should make on the next STAR exam. This is suppose to help with finding the right teaching strategies that best fits the needs of the students so they can reach that target score on the test.

Commented [152]: Remember to identify the key parts of it and how to help the kids make me...

Commented [153]: Just use the same mind...

4. I achieved success this week...

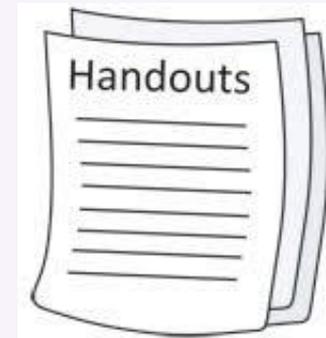
I achieved success this week by forming my own small groups for FLEX time. During this time, the students are working on unfinished work, challenging activities for those that need it, and students that are having a hard time understanding a certain concept. During my FLEX groups we went over concepts that students are struggling with. For instance, we discussed the

Procedures & Expectations (pp 5-6)



Attendance

- 70 full-time teacher days
- Absences
- Daily Log (in folder)



Clinical Teacher Daily Log

Minimum state requirement

70 full days*

Clinical Teacher: _____

District: _____

Semester Start Day: ____/____/____ School

Campus: _____

Supervisor: _____

Cooperating Teacher: _____

Date	Arrive/Depart	Total Time in hr. & min.	Cooperating Teacher Initials
9/27/19	7:05 – 4:00	8 hr. 55 min.	SA (Sample)

Date	Arrive/Depart	Total Time in hr. & min.	Cooperating Teacher Initials



Procedures and Expectations (p 6)



Co-curricular Activities

- No outside activities during the work day
- Work life Balance



Procedures and Expectations (p 6)



Clinical Teaching Experience (Pass/Fail)

- Effective Instruction & Assessment
- Classroom Environment
- Professionalism & Documentation

See Teacher Dispositions

(Appendix D)



Procedures and Expectations (p 7)



- Placement – University with District (initial)
- Subbing – district policies and procedures



Planning and Teaching (p 8)



Lesson plans

- CTX Lesson plan (required for initial observations)
 - Lesson Plan
 - Lesson Plan Key Terms & Definitions
 - Lesson Plan Scaffolding Template

- District/Campus lesson plan (supervisor decision) – minimum components as stated



Handbook pp 9-10



Additional Important Information

- Legal Status of CT 
- Liability
- Other Employment
- Parish Participation
- University Supervisor Visits*
- Transportation

University Supervisor



- How can the supervisor and clinical teacher make the most of the supervisory visits?

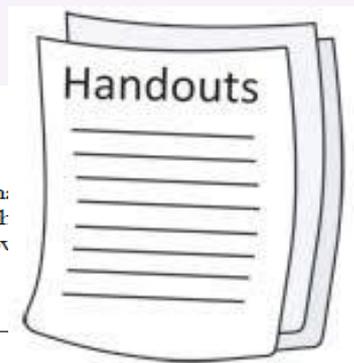


Coaching Cycle & Documentation



Coaching Form – Appendix C

- Drop-in supervisor visits and 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	

Coaching Cycle & Documentation



Formal Observations

- Pre-conference – may be in person, email, phone, etc. (TTESS questions)
- Observation – 45 minutes (minimum) must be on site (DocuSign)
- Post-conference – Must be synchronous – on site or remote (phone, google hangout, etc.)

Coaching Cycle & Documentation



Formal Observation

- TTESS-based Dimensions
- 3 levels vs 5 for clinical teaching
- Observer Process
 - Script lesson
 - Mark descriptors
 - Add evidence
 - Determine overall rating per Dimension



Placement Summary



- Cooperating Teacher
- Supervisor

CLINICAL TEACHING PLACEMENT SUMMARY



Directions: This form is to be used by cooperating teachers and university supervisors to provide a summary of the teacher candidate's development during the clinical teaching experience. Please describe teacher's teaching attributes for the four state standards, noting such things as strengths and a continued growth. Please cite specific evidence to support your observations.

Clinical Teacher:

Date:





Today

Alison Chai via DocuSign
Field Supervisor Formal Lesson Observatio... 3:38 PM

Wed 8/21/2019 3:38 PM

DocuSign NA3 System <dse_NA3@docusign.net>
Field Supervisor Formal Lesson Observation form

To: Alison Chai

If there are problems with how this message is displayed, click here to view it in a web browser.
Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

tap and hold here t...

Alison Chai sent you a document to review and sign.

REVIEW DOCUMENT

Alison Chai
Alison.Chai@concordia.edu

Dear University Supervisor,

After scripting the observed lesson, please complete this form and attach your script.

Just as a reminder, you will need observe the Clinical Teacher at least four (4) times, one in each quarter of the clinical teaching experience. Each observation must be at least 45 minutes in length.

Error messages



TEAMS

CLINICAL TEACHING FORMAL OBSERVATION

Teacher Candidate:

Clinical Teaching Start Date: Grade and Subject:

Cooperating Teacher:

School & District:

University Supervisor: Observation:

Observation Date: Time: to



I confirm that this observation was at least 45 minutes in length.

PRE-Observation Conference: Date: Delivery:

POST-Observation Conference: Date: Delivery:

Alison Chai

Attachments



Directions: This form is to be used by the university supervisors to support the development and growth of the teacher candidate.

- All observations for clinical teachers must be **at least 45 minutes** in length.
- Script the lesson on a separate document and attach the script using the attachment field below.
- Using the script of the lesson list evidence and suggestions for improvement into the evidence box of the appropriate dimensions.
- Choose the appropriate descriptive text in the rating section of each dimension.
- Determine rating for each dimension based on evidence in each column.



TEACHER CANDIDATE

UNIVERSITY SUPERVISOR

COOPERATING TEACHER

8/21/2019

Boxes, Dropdowns & Character Limits



<p>activities to maintain student engagement.</p> <p><input type="checkbox"/> Monitors student behavior and responses for engagement and understanding</p>	<p>with a limited range.</p> <p><input type="checkbox"/> Sees student behavior but misses some signs of disengagement.</p> <p><input type="checkbox"/> Is aware of most student responses but misses some clues of misunderstanding</p>	<p>activities that do not engage students.</p> <p><input type="checkbox"/> Generally does not link student behavior and responses with student engagement and understanding.</p> <p><input type="checkbox"/> Makes no attempts to engage students who appear disengaged or disinterested.</p>
--	---	---

Required - 1900 character limit

1900 character limit

1900 character limit

Dimension 2.5 Monitor and Adjust rating: -- select --

Coaching Cycle & Documentation



TTESS Questions for pre and post conferences - Highlight

Important!

Work Area

Question



T-TESS Conferencing Questions



Clinical teacher / Supervisor Discussion

- Take time to discuss the items each of you marked
- Discuss other concerns you might have

T-TESS Appraiser Sample Conferencing Questions

1.1 Standards and Alignment

- **How are the goals for learning aligned to state content standards?**
- How will technology be integrated into the lesson to support mastery of the lesson's goals?
- How do you plan for activities, materials, and assessments that are sequenced and relevant to students?
- How do you decide on the segmenting of a lesson in order to provide appropriate time for student work, the lesson, and lesson closure?
- **How do you decide on activities, materials, and assessments that are appropriate for diverse learners?**
- How are "lesson structure and pacing" addressed in this lesson?
- How does the sequence of the lesson address scaffolded learning and complex concepts as it progresses?
- In what ways are other disciplines integrated and supported?
- How do you ensure that your lessons are aligned horizontally with the team? Vertically?

1.2 Data and Assessment

- Which assessment data was examined to inform planning for this lesson?
- What are some ways you communicate your classroom and school goals to stakeholders?
- What does pre-assessment data indicate about student learning needs?
- **What formal and informal techniques do you use to collect evidence of students' knowledge and skills?**



Supervisors: Mark to review with
Cooperating Teachers



- Coaching PPT
- Folder, forms, requirements & schedules
- DocuSign process
- Info Sheet / Contact Info



Forms – Two Placements

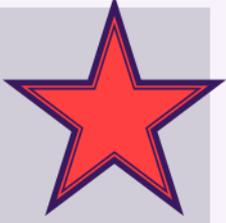


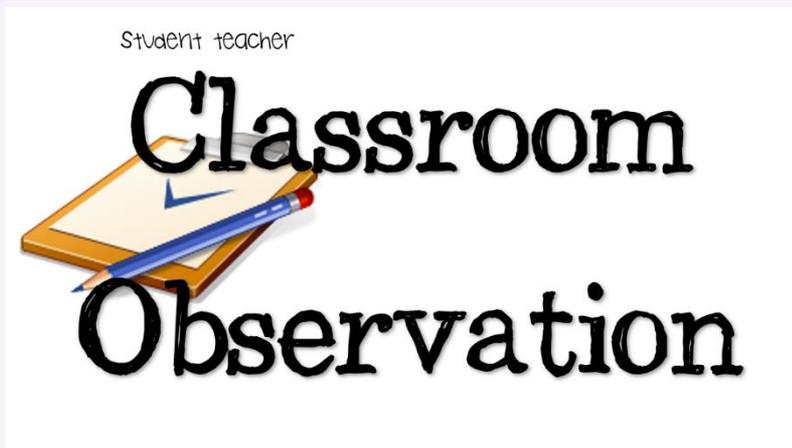
Who?	Placement 1	Placement 2
Cooperating Teacher	2 Formal Observations 1 Placement Summary	2 Formal Observations 1 Placement Summary
University Supervisor	2 Formal Observations 1 Placement Summary	2 Formal Observations 1 Placement Summary



Forms – One Placement



Who?	Placement	
Cooperating Teacher	4 Formal Observations 1 Placement Summary	
University Supervisor	4 Formal Observations 1 Placement Summary	





Supervisor visits and Conferences

- With administration recommended
- Supervisory Cycle
- Special Issues
 - Moving the CT
 - Placement Summary
 - Intervention Plan



Appendix C and Appendix D



- Coaching Form (pp34-35)



- Dispositions (pp 36-37)



Appendix E



- E – Host Families for LTD

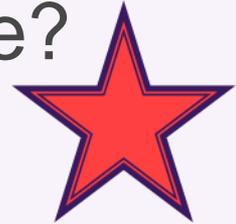


Managing the Paperwork



The Student Checklist

- Look it over – what questions do you have?
- How will it help...
 - students (AKA clinical teachers)?
 - supervisors?
 - cooperating teachers?
- Whose responsibility is it to make sure everything gets done on time?



Managing the Paperwork



- Information sheet (start filling out today; finish with cooperating teacher)
 - Top: Clinical Teacher complete now
 - Bottom: Cooperating teacher
 - Supervisor send link to coaching PPT
 - Gift Card/not paid



Managing the Paperwork



- Task 1 Context Documentation
- Verification of Permission to Videotape



Managing the Paperwork



- Reflections - Create a Google doc to share with supervisor & Save with Comments

Creating your Interactive Reflection Document in Google Docs

1. Create the Google Doc

How do I create a Google Doc to share?

To create a new file:

1. From Google Drive, locate and select the New button, then choose the type of file you want to create. For example, we'll select Google Docs to create a new document.
2. Your new file will appear in a new tab on your browser. ...
3. The Rename dialog box will appear. ... **Rename your document with your last name, first initial and "Reflections"** e.g. TrovallC Reflections
4. Your file will be renamed.



[Tips on Sharing Files and Folders with Google ... - Hampshire College](https://www.hampshire.edu/it/tips-on-sharing-files-and-folders-with-google-drive)

<https://www.hampshire.edu/it/tips-on-sharing-files-and-folders-with-google-drive>

Link for freeware to create and how to merge PDF's

<https://pdfsam.org/pdf-merge/> or <https://pdfmerge.w69b.com/>

Managing the Paperwork



Electronic Documents – Emailed to Supervisors

- Supervisor log (supervisor will submit an electronic copy)
- Supervisor Travel Reimbursement
 - submit monthly w/ google map attached
 - 60-Day limit on reimbursement

Online Access



- BBlearn – Only Students have access
 - All assignments will be uploaded as PDF's
 - Email to yourself from a copy machine (free, no login)
Download from email & rename, or
 - Scan to PDF with an App
 - Combine all multiple page documents into one PDF before uploading to Bblearn

Link for freeware to create and how to merge PDF's

<https://pdfsam.org/pdf-merge/>

<https://pdfmerge.w69b.com/>

Online Access



- Website - Supervisors, Clinical Teachers & Cooperating teachers have access

– Handbook and all clinical teaching forms:

<https://www.concordia.edu/academics/college-of-education/teacher-education-program/program-information-and-benchmarks.html>



Scroll down to bottom:

Program Admission & Benchmark Information



Handbooks



Clinical Teaching



Pi Lambda Theta



Collaboration/Planning /Paperwork



- Share contact information and preferences for communication (regular and emergency)
- Complete your portions of the Clinical Teaching Information sheet
- Pre-planning for visits, etc.

Thank You!



Questions

