



Clinical Teaching Handbook

Spring 2020

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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.

SPED 41207 Special Education Clinical Teaching, EDU 41205 Early Childhood Clinical Teaching, EDU 41225 Middle Level Clinical Teaching, and EDU 41273 Secondary Clinical Teaching are supervised observation, participation, and teaching experience in a special education, elementary, middle, or high school classroom for at least 70 full days, as required by the state of Texas. Clinical teachers will also follow the clinical teaching dates provided to them during the clinical teacher training. Clinical teaching courses are 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
- Submit all course assignments and documents to BBLearn (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*
- Attend school every day, following the regular teacher schedule, and make up any sick days (when the teachers are required to be there, you should be there too)
- Complete all certification/licensing requirements
- 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

- Work collaboratively with the university supervisor
- 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
- Model professional behavior
- Occasionally leave the room and give the clinical teacher total responsibility
- Complete the *Formal Observation* form, at least twice during each seven-week clinical teaching experience and *Placement Summary* form at the conclusion of each clinical teaching experience
- *Debrief weekly 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 training and provide training for the cooperating teacher
- Contact the clinical teacher during the first week of the clinical teaching experience through email to exchange contact information and schedule the first supervisory visit
- Provide coaching to the clinical teacher - monitor progress and development through informal visits, formal observations, journal feedback, and other contact
- Provide feedback that promotes the clinical teacher's development (both on 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 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)
 - Observation (Must be at least **45 minutes** in length)
 - Review of the clinical teacher’s notebook (log, lesson plans, etc.)
 - 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
- Complete a *Formal Observation* form for each scheduled clinical teacher supervisory visit
- 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
- **Inform the Chair of Undergraduate Education at Concordia University Texas concerning any unsatisfactory conditions in the school setting or the clinical teacher’s performance.**

Clinical Teaching Procedures and Expectations

Reflections

Clinical teachers have a mandatory weekly assignment during clinical teaching to report and reflect (in writing) on their experience (including specific information each week). Details can be found in [Appendix A](#). In addition to the weekly reflections, the clinical teacher is expected to meet all deadlines for submitting required paperwork (forms, etc.) to Blackboard Learn. 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 are to conform to faculty policy at the school 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 sent home early, the clinical teacher may leave early.

If there is a necessary absence, the clinical teacher should call the 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 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 B](#) for further details

Clinical Teaching Notebook

Each clinical teacher will keep a loose-leaf notebook or Google Drive folder in which the following items have been organized. The clinical teacher may also include more than the listed items in their clinical teaching notebook. These notebooks will be reviewed by the university supervisor at each visit. If your documents are in a Google Drive folder, make sure to give your supervisor access.

Clinical Teaching Notebook Includes:

Planning Calendar

- Indicate the days and weeks when teaching is scheduled
- Include school and parish events

Lesson Plans and Observation Sheets

- Include a copy of each lesson plan
- 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

Self-Critique

- The clinical teacher will videotape a series of lessons and review them to analyze lesson implementation and student learning and complete a self-critique of one lesson as outlined in the reflections.

Communications

- Retain copies of written communication sent home with students
- File notes concerning parent-teacher conferences
- File copies of communications with the counselor or principal concerning student behavior
- Keep copies of field trip plans or requisitions submitted to administrators

Resources/Misc.

- Curriculum planning guides, scope/sequence, etc.

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.

Guidelines for Teaching and Planning

Lesson Planning

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

Lesson Plan Requirements

Clinical teachers must use the required CTX lesson plan when being observed by the university supervisor. The university supervisor may allow the clinical teacher to use other lesson plan formats as long as it includes 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, 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 assume 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 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.

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 teacher 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 DocuSign. 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 is the sole responsibility of the clinical teacher.

University Supervisor

The university supervisor will schedule a minimum of four supervisory visits of each clinical teacher during the clinical teaching experience. The principal, cooperating teacher or clinical teacher may request additional visits or conferences with the university supervisor.

The purposes for visits include providing guidance, encouragement, support, and coaching. The university supervisor might also help the clinical teacher resolve major problems or conflicts.

To best facilitate each supervisory visit, the clinical teacher should:

- Create a schedule for the supervisor that includes time for:
 - Observing the clinical teacher teach (minimum 45 min)
 - Meeting with cooperating teacher
 - Meeting with clinical teacher
- Provide a copy of the lesson plan for the university supervisor, at least two days prior to the supervisory visit.
- Be sure to be teaching during the supervisory visit and not doing activities such as watching an extended video, independent research, seat work assignments, tests, etc.
- Provide the clinical teaching notebook/Google Drive folder (with cooperating teacher *Formal Observation* forms, *Coaching* form ([Appendix C](#)), and time log) for review during/before the supervisory visit.

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

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 Learn classroom and school schedules and guidelines and assist in classroom management. Get to know your students' names, special needs, accommodations, etc.</p> <p>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 notebook.</p> <p>Use your time in the classroom to observe, help, learn, ask questions, and explore resources. DO NOT plan lessons or work on</p>	<p>Week 1 – placement 1 Briefly describe your first week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Provide your daily schedule... (include times for subjects/courses taught, specials, planning, lunch, etc.).</p> <p>Insert your Letter of introduction... <i>(Paste in a copy of your letter of introduction that you sent home with the students.</i></p> <p>(continued...)</p>

To Do's (Two Placements)	Reflections (Two Placements)
<p>other things while your cooperating teacher is teaching.</p> <ul style="list-style-type: none"> • 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 or class period next week. If you are participating in the edTPA pilot, you will need to start with literacy (reading and writing). • Plan to extend your classroom duties by attending faculty meetings, conferences, etc. Schedule university supervisor visit. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>Describe the school where you will be completing your fieldwork. Include the following:</p> <ul style="list-style-type: none"> • Type of school (elementary, middle, high, other) • Location (city, suburb, small town, rural) • Special features (e.g. Charter, Lutheran or other parochial, magnet, bilingual program, ESL program, behavior program, team teaching, PLC's, Special education program). • Campus or district-wide requirements or expectations that affect planning and delivering lessons (curriculum planning guides, scope and sequence, etc.) <p>Discuss how the information above might impact teaching and learning on your campus.</p>
<p>Week 2 – placement 1</p> <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 for edTPA pilot) or one class period (for single content teachers). • Plan for adding a second content area 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). 	<p>Week 2 – placement 1</p> <p>Briefly describe your second week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Describe the class(es) you will be working with, including the following:</p> <ul style="list-style-type: none"> • Any ability grouping or tracking • Grade level(s) • Number of students with gender breakdown • Number of students with IEP's or 504's and briefly describe accommodations/modifications • Number of students with specific language needs and brief explanation

To Do's (Two Placements)	Reflections (Two Placements)
<ul style="list-style-type: none"> • Gather videotape permission forms from any students needing it and determine which students do not have permission to be recorded. • Submit Verification of Video Permission to BBLearn. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<ul style="list-style-type: none"> • Demographics of your school and any special designations or programs housed on your campus <p>Identify at least three students who may need support in their *content instruction in your class. *For EC-6 edTPA Pilot, focus on literacy. Describe any prerequisite skills that they have demonstrated (what they already know and can do, and what they need to learn) and give evidence for how this was measured. Describe these students' everyday experiences, cultural and language backgrounds and practices, and interests. How might you use this information to build meaningful lessons for them?</p>
<p>Week 3 – placement 1 Continue teaching first content area (literacy for edTPA Pilot) 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. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>Week 3 – placement 1 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss in detail specific strategies your cooperating teacher uses to engage the students in meaningful *content instruction in your class. *For edTPA Pilot, focus on literacy. How do you know the students are engaged, and how can you tell if the students are learning?</p> <p>Describe some of the specific strategies that your teacher uses to meet the literacy/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>

To Do's (Two Placements)	Reflections (Two Placements)
<p>Week 4 – placement 1 Continue teaching first and second content areas (literacy and one additional content for edTPA Pilot) or class periods. Begin teaching third and fourth content areas or class periods.</p> <ul style="list-style-type: none"> • Designate a specific skill that you can teach in a segment of 3-5 lessons (related to literacy for edTPA Pilot). Upload the first lesson plan in the segment you taught this week or will teach next week into your reflections google doc: • 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 weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>Week 4 – placement 1 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Designate an essential strategy related to what the students are learning (in literacy for edTPA Pilot) that you can teach in 3-5 lessons. Upload the first lesson plan in the segment you taught this week or will teach next week.</p> <p>Describe the central focus and the essential literacy strategy for comprehending or composing test (edTPA Pilot) or other single content strategy you will teach over the three to five lessons.</p> <p>Describe how the standards and learning objective within the lesson address</p> <ul style="list-style-type: none"> • The essential literacy or content strategy • Related skills that support the use of the strategy (application) • Reading/writing connections in the lesson <p>Identify and describe three students who will be your focus students to discuss in your reflections during the learning segment. At least one of the three students must have an identified learning need.</p>
<p>Week 5 – placement 1 (Week one of full teach) Teach a full week of classes, all contents, sections, and transitions.</p> <ul style="list-style-type: none"> • Deliver and videotape the segment of 3-5 lessons (some may be done next week). Upload the lesson plans for the segment you taught this week or will teach next 	<p>Week 5 – placement 1 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p>

To Do's (Two Placements)	Reflections (Two Placements)
<p>week into your reflections Google Doc. (This must focus on literacy for edTPA Pilot)</p> <ul style="list-style-type: none"> • Collect student work from the lesson segment and analyze how students did overall as well as individual misconceptions. • 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. • Ask your cooperating teacher to write a letter of recommendation. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>Revisit the segment of 3-5 lessons you selected to focus on. Upload the remaining lesson plans and the assessment you will use to determine whether your students have learned the objective. (Must be a literacy strategy for edTPA Pilot)</p> <p>Describe how the standards and learning objective within these lessons address</p> <ul style="list-style-type: none"> • The essential literacy or other content strategy • Related skills that support the use of the strategy (application) • Reading/writing connections in the lesson <p>edTPA: Explain how your plans build upon each other to help students make connections between the essential literacy strategy to comprehend or compose text and related skills that support the use of the strategy in meaningful contexts.</p> <p>Other Content: Explain how your plans build upon each other to help students make connections between the essential content strategy and related skills that support the application of the strategy in meaningful contexts.</p>
<p>Week 6 – placement 1 (Week two of full teach) 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"> • Deliver and videotape the final lessons in the segment of 3-5 lessons you have been working on. Upload the lesson plans for the segment you taught this week into your reflections google doc. • Return student work with constructive feedback and provide an opportunity for 	<p>Week 6 – placement 1 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Review the assessment that the students completed in your lesson segment and analyze how they did as a class as a whole. Then describe how your three focus students did. How do they reflect the class as a whole? What specific skills did these</p>

To Do's (Two Placements)	Reflections (Two Placements)
<p>students to revisit the skill as needed if not done last week.</p> <ul style="list-style-type: none"> • Collaborate with your cooperating teacher on a plan to reduce teaching next week, retaining math and literacy (as needed for edTPA Pilot). • Contact your next cooperating teacher and make an appointment to meet. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>individuals do well on? Describe some specific errors that these individuals made. Describe what kind of feedback you gave them and how you can follow up the lesson segment with the class or individuals to correct any misunderstandings or misconceptions.</p>
<p>Week 7 – placement 1 Decrease teaching responsibilities throughout the week. Be sure to consult with your cooperating teacher for the best way to accomplish this.</p> <ul style="list-style-type: none"> • Complete any outstanding literacy lesson follow-up and feedback as needed early in the week (edTPA Pilot). • 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 weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>Week 7 – placement 1 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize your experience at your first placement.</p> <ul style="list-style-type: none"> • Describe your relationship with the students and how it developed over the 7 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 new placement?
<p>Week 1 – Placement 2 Learn new classroom and school schedules and guidelines and assist in classroom management. Get to know your students’ names, special needs, accommodations, etc.</p>	<p>Week 1 – Placement 2 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p>

To Do's (Two Placements)	Reflections (Two Placements)
<ul style="list-style-type: none"> • 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 notebook. • 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 or class period next week. For edTPA, you will need to start with math. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>Provide your daily schedule... (include times for subjects/courses taught, specials, planning, lunch, etc.).</p> <p>Insert your Letter of introduction... (<i>Paste in a copy of your letter of introduction that you sent home with the students.</i>)</p> <p>Describe the school where you will be completing your fieldwork. Include the following:</p> <ul style="list-style-type: none"> • Type of school (elementary, middle, high, other) • Location (city, suburb, small town, rural) • Special features (e.g. Charter, Lutheran or other parochial, magnet, bilingual program, ESL program, behavior program, team teaching, PLC's, Special education program). • Campus or district-wide requirements or expectations that affect planning and delivering lessons (curriculum planning guides, scope and sequence, etc.) <p>Discuss how the information above might impact teaching and learning on your campus.</p>
<p>Week 2 – Placement 2</p> <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 (Math for edTPA) or one class period (for single content teachers). • Plan for adding a second content area or class period next week. It is suggested that 	<p>Week 2 – Placement 2</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Describe the class(es) you will be working with including, the following:</p> <ul style="list-style-type: none"> • Any ability grouping or tracking • Grade level(s) • Number of students with gender breakdown

To Do's (Two Placements)	Reflections (Two Placements)
<p>the two teaching periods not be back-to-back initially.</p> <ul style="list-style-type: none"> • Teach additional selected lessons as manageable. • Begin assuming responsibility for classroom routines (i.e., hall monitoring, breaks, attendance). • Gather videotape permission forms from any students needing it and determine which students do not have permission to be recorded. • Submit Verification of Video Permission to BBLearn. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<ul style="list-style-type: none"> • Number of students with IEP's or 504's and briefly describe accommodations/modifications • Number of students with specific language needs and brief explanation • Demographics of your school and any special designations or programs housed on your campus <p>Identify at least three students who may need support in their content instruction (Math for edTPA Pilot) in your class. Describe any prerequisite skills that they have demonstrated (what they already know and can do, and what they need to learn) and give evidence for how this was measured. Describe these students' everyday experiences, cultural and language backgrounds and practices, and interests. How might you use this information to build meaningful lessons for them?</p>
<p>Week 3 – Placement 2</p> <p>Continue teaching first content area (Math for edTPA Pilot) 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. 	<p>Week 3 – Placement 2</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss in detail specific strategies your cooperating teacher uses to engage the students in meaningful activities in your content area (Math for edTPA). How do you know the students are engaged, and how can you tell if the students are learning?</p> <p>Describe some of the specific strategies that your teacher uses to meet the content (Math for edTPA) needs of the variety of learners in your classroom (give specific examples of</p>

To Do's (Two Placements)	Reflections (Two Placements)
<ul style="list-style-type: none"> Schedule University Supervisor visit. Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>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 – Placement 2 Continue teaching first and second content areas (Math and one additional content for edTPA) or class periods. Begin teaching third and fourth content areas or class periods.</p> <ul style="list-style-type: none"> Identify an assessment that the students have taken or will take in your content area to analyze and provide feedback on (math assessment for edTPA). Obtain the lesson plan that you or your cooperating teacher used to teach the skills being assessed. Identify 3 students to focus on in particular when analyzing the assessment 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 weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>Week 4 – Placement 2 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Upload the assessment that you have designated to analyze.</p> <p>Describe the concepts, procedural fluency, reasoning, problem solving, etc. that students will need to use to be successful on the assessment.</p> <p>Describe the strategies you or your cooperating teacher used to teach and engage the students with the skills that will be assessed.</p>
<p>Week 5 – Placement 2 (Week one of full teach) Teach a full week of classes, all contents, sections, and transitions.</p> <ul style="list-style-type: none"> Collect student responses from the assessment you selected week 4 (math for edTPA) and analyze how students did overall as well as individual misconceptions. 	<p>Week 5 – Placement 2 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize your class performance on the assessment you chose.</p>

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. • Develop and deliver a lesson that reengages the students in the skills assessed on the above assessment. (lesson may be delivered week 6) • Deliver and videotape a lesson. Upload the lesson plans for the segment you taught this week or will teach next week into your reflections google doc. • Take responsibility for all classroom routines and procedures. • Ask your cooperating teacher to write a letter of recommendation. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>Analyze the performance of your three selected students in detail identifying specific error patterns among the three students.</p> <p>Scan and upload the assessments of your three focus students with your feedback on them.</p> <p>Describe your plan to re-engage the students with the skills and why you chose those reengagement activities.</p> <p>Discuss how the lesson went and whether students were successful in the reengagement lesson. Give specific examples. (If lesson is delivered in week 6, move this to week 6 reflections.)</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.</p> <ul style="list-style-type: none"> • Describe how students were made aware of the objectives of the lesson. What method was used for engaging or drawing students into the lesson? • Identify at least one specific behavior that surprised you when watching the video or as you were teaching the lesson. • Describe student engagement. 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?

To Do's (Two Placements)	Reflections (Two Placements)
	<ul style="list-style-type: none"> • 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>Identify any improvement Goals.</p>
<p>Week 6 – Placement 2 (Week two of full teach) 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 math and literacy (as needed for edTPA). • Video record one of the lessons you teach this week and analyze it in your reflection. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	<p>Week 6 – Placement 2 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <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 7 – Placement 2 Decrease teaching responsibilities. Be sure to consult with your cooperating teacher for the best way to accomplish this.</p> <ul style="list-style-type: none"> • Complete any outstanding literacy lesson follow-up and feedback as needed early in the week for edTPA. • 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. 	<p>Week 7 – Placement 2 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p>

To Do's (Two Placements)	Reflections (Two Placements)
<ul style="list-style-type: none"> • Update resume and list of references. • Write a "Thank-You" note to your cooperating teacher. • Complete weekly reflection and submit assignments (see checklist). Post reflections in the Google Doc by Friday at 6:00 pm. 	

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 Learn classroom and school schedules and guidelines and assist in classroom management. Get to know your students' names, special needs, accommodations, etc.</p> <ul style="list-style-type: none"> • 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 notebook. • 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. 	<p>Week 1 of 14 Briefly describe your first week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Provide your daily schedule... (include times for subjects/courses taught, specials, planning, lunch, etc.).</p> <p>Insert your Letter of introduction... (<i>Paste in a copy of your letter of introduction that you sent home with the students.</i>)</p> <p>Describe the school where you will be completing your fieldwork. Include the following:</p> <ul style="list-style-type: none"> • Type of school (elementary, middle, high, other) • Location (city, suburb, small town, rural) • Special features (e.g. Charter, Lutheran or other parochial, magnet, bilingual program, ESL program, behavior

To Do's (Single Placement)	Reflections (Single Placement)
<ul style="list-style-type: none"> • Teach selected lessons as manageable. Plan for assuming teaching responsibility of one content area or class period next week. For edTPA Pilot, you will need to start with literacy (reading and writing). • Plan to extend your classroom duties by attending faculty meetings, conferences, etc. Schedule university supervisor visit. • Complete weekly reflection and assignment, and make sure to post it in the Google Doc by Friday at 6:00 pm. 	<p>program, team teaching, PLC's, Special education program).</p> <ul style="list-style-type: none"> • Campus or district-wide requirements or expectations that affect planning and delivering lessons (curriculum planning guides, scope and sequence, etc.) <p>Discuss how the information above might impact teaching and learning on your campus.</p>
<p>Week 2 of 14 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 for edTPA) or one class period (for single content teachers). • Plan for adding a second content area (math for edTPA) 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). • Gather videotape permission forms from any students needing it and determine which students do not have permission to be recorded. • Submit Verification of Video Permission to BBLearn. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm. 	<p>Week 2 of 14 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Describe the class(es) you will be working with including, the following:</p> <ul style="list-style-type: none"> • Any ability grouping or tracking • Grade level(s) • Number of students with gender breakdown • Number of students with IEP's or 504's and briefly describe accommodations/modifications • Number of students with specific language needs and brief explanation • Demographics of your school and any special designations or programs housed on your campus <p>Identify at least three students who may need support in their literacy instruction in your class. Describe any prerequisite skills that they have demonstrated (what they already know and can do, and what they need to learn) and give evidence for how this was measured. Describe these students' everyday experiences, cultural and</p>

To Do's (Single Placement)	Reflections (Single Placement)
	language backgrounds and practices, and interests. How might you use this information to build meaningful lessons for them?
<p>Week 3 of 14 Continue teaching first content area (literacy for edTPA) or class period. Begin teaching second content area (math for edTPA) 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. • 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 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss in detail specific strategies your cooperating teacher uses to engage the students in meaningful *content instruction in your class. * for edTPA focus on literacy. How do you know the students are engaged, and how can you tell if the students are learning?</p> <p>Describe some of the specific strategies that your teacher uses to meet the literacy/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>
<p>Week 4 of 14 Continue teaching first and second content areas (literacy and math for edTPA) or class periods.</p> <ul style="list-style-type: none"> • Designate a specific skill that you can teach in a segment of 3-5 lessons (related to literacy for edTPA). Upload the first lesson plan in the segment you taught this week or will teach next week into your reflections Google Doc. <p>Increase teaching to a full day or two of teaching this week or add a third content daily.</p>	<p>Week 4 of 14 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Identify the essential strategy related to what the students are learning (in literacy for edTPA) that you have designated to teach in 3-5 lessons. Upload the first lesson plan in the segment you taught this week or will teach next week.</p>

To Do's (Single Placement)	Reflections (Single Placement)
<p>Begin making plans for teaching all day starting week 6.</p> <ul style="list-style-type: none"> • Plan ahead for four full weeks of clinical teaching. • Work on transitions between teaching periods. • Make arrangements for the principal to observe a future lesson. • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc by Friday at 6:00 pm. 	<p>Describe the central focus and the essential literacy strategy for comprehending or composing test (for edTPA) or other single content strategy you will teach over the three to five lessons.</p> <p>Describe how the standards and learning objective within the lesson address</p> <ul style="list-style-type: none"> • The essential literacy or content strategy • Related skills that support the use of the strategy (application) • Reading/writing connections in the lesson <p>Identify and describe the assets and needs of the three students who will be your focus students to discuss in your reflections during the learning segment. At least one of the three students must have an identified learning need.</p>
<p>Week 5 of 14</p> <p>Continue teaching first and second content areas (literacy and math for edTPA) or class periods along with other responsibilities added in week 4. Coordinate with your cooperating teacher on lesson plans and plan ahead to take on all responsibilities starting week 6.</p> <ul style="list-style-type: none"> • Deliver and videotape the designated 3-5 lesson segment (some may be done next week). Upload the lesson plans for the segment you taught this week or will teach next week into your reflections Google Doc. This must focus on literacy for edTPA. • Collect student work from the lesson segment and analyze how students did overall as well as individual misconceptions. 	<p>Week 5 of 14</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Revisit the segment of 3-5 lessons you selected to focus on. Upload the remaining lesson plans and the assessment you will use to determine whether your students have learned the objective. (Must be a literacy strategy for edTPA)</p> <p>Describe how the standards and learning objective within these lessons address</p> <ul style="list-style-type: none"> • The essential literacy or content strategy • Related skills that support the use of the strategy (application)

To Do's (Single Placement)	Reflections (Single Placement)
<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 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"> • Reading/writing connections in the lesson <p>For edTPA: Explain how your plans build upon each other to help students make connections between the essential literacy strategy to comprehend or compose text and related skills that support the use of the strategy in meaningful contexts. Then explain and give examples of how your students were able to use an identified language function, specific content vocabulary or symbols, and content specific discourse or syntax during the lesson segment. Discuss the class as a whole as well as the three focus students.</p> <p>Non-edTPA Candidates: Explain how your plans build upon each other to help students make connections between the essential content strategy and related skills that support the application of the strategy in meaningful contexts. Then explain and give examples of how your students were able to use an identified language function, specific content vocabulary or symbols, and content specific discourse or syntax during the lesson segment. Discuss the class as a whole as well as the three focus students.</p>
<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 posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Week 6 of 14 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Review the assessment that the students completed in your lesson segment (literacy for edTPA) and analyze how they did as a class as a whole. Then describe how your three focus students did. How do they reflect the class as a whole? What specific skills did these individuals do well on?</p>

To Do's (Single Placement)	Reflections (Single Placement)
	Describe some specific errors that these individuals made. Describe what kind of feedback you gave them and how you can follow up the lesson segment with the class or individuals to correct any misunderstandings or misconceptions.
<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. • Identify an assessment that the students have taken or will take in your content area to analyze and provide feedback on (math assessment for edTPA Pilot). • Obtain the lesson plan that your or your cooperating teacher used to teach the skills being assessed. • Identify 3 students to focus on in particular when analyzing the assessment • 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 7 of 14 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Upload the assessment that you have designated to analyze.</p> <p>Describe the concepts, procedural fluency, reasoning, problem solving, etc. that students will need to use to be successful on the assessment.</p> <p>Describe the strategies you or your cooperating teacher used to teach and engage the students with the skills that will be assessed.</p>
<p>Week 8 of 14 (Third 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. • Collect student responses from the assessment you selected week 6 (math for edTPA Pilot) and analyze how students did overall as well as individual misconceptions. • Provide constructive feedback on the work students submitted to help them see what they are doing well and what they need to work on. 	<p>Week 8 of 14 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize your class performance on the assessment you chose in a chart or table. Analyze the performance of your three selected students in detail identifying specific error patterns among the three students.</p>

To Do's (Single Placement)	Reflections (Single Placement)
<ul style="list-style-type: none"> • Return student work with constructive feedback. • Develop and deliver a lesson that reengages the students in the skills assessed on the above assessment. (lesson may be delivered week 9) • Provide feedback on the work the students complete in the reengagement activity • Complete weekly reflection and assignment, and make sure it is posted in the Google Doc each week by Friday at 6:00 pm. 	<p>Scan and upload the assessments of your three focus students with your feedback on them.</p> <p>Describe your plan to re-engage the students with the skills and why you chose those reengagement activities.</p> <p>Discuss how the lesson went and whether students were successful in the reengagement lesson. Give specific examples. ((If lesson is delivered in week 9, move this to week 9 reflections.)</p>
<p>Week 9 of 14 (Fourth 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. • 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>Week 9 of 14</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss what you like best and least about teaching so far. 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>
<p>Week 10 of 14 Begin decreasing teaching responsibility</p> <ul style="list-style-type: none"> • 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 something that went well, something that could have gone better and any questions or concerns you have.</p> <p>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 has prepared you for your first teaching position?</p>

To Do's (Single Placement)	Reflections (Single Placement)
<p>Week 11 of 14</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 something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Discuss how it feels to be reducing your teaching time and giving back responsibility to the cooperating teacher.</p>
<p>Week 12 of 14</p> <p>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</p> <p>Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</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.</p> <ul style="list-style-type: none"> • Describe how students were made aware of the objectives of the lesson. What method was used for engaging or drawing students into the lesson? • Identify at least one specific behavior that surprised you when watching the video or as you were teaching the lesson. • Describe student engagement. 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,

To Do's (Single Placement)	Reflections (Single Placement)
	<p>body language, professional language, etc. during the lesson?</p> <ul style="list-style-type: none"> • Identify a part of the lesson that you would change. What would you do instead? Why? • How would you compare this lesson to the ones you videotaped during weeks 5 and 6?
<p>Week 13 of 14 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 	<p>Week 13 of 14 Briefly describe your week including something that went well, something that could have gone better and any questions or concerns you have.</p> <p>Summarize your experience with clinical teaching. 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> <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 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 	<p>Week 14 of 14 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)
<p>university supervisor at your final conference.</p> <ul style="list-style-type: none"> • 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. • 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 DocuSign 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 notebook, 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 DocuSign

Post-observation conference with the clinical teacher

Under special circumstances, the post-observation conference may include the cooperating teacher. Occasionally the individual conference may occur first, and then joint conferences are followed when problems need solving or the clinical teacher needs additional help, reassurance, encouragement, etc.

- Use [T-TESS Appraiser Sample Conferencing Questions](#) for pre- and post-conferences
- 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

Dispositions to teach – Professor Feedback

3 = identified strength 2 = Developing/showing growth 1 = Work area

Learner Development and Diversity	1. respects and accounts for learners' individual and cultural differences 3 2 1 2. believes all students can learn 3 2 1 3. holds learners to high expectations 3 2 1 4. respects and promotes learners' linguistic diversity 3 2 1 5. collaborates well and builds networks with others 3 2 1 6. advocates for all learners 3 2 1 7. demonstrates interest in the welfare of all learners 3 2 1 8. promotes intercultural interaction 3 2 1
Critical Thinking & Reflective Practice	9. regularly engages in critical thinking 3 2 1 10. demonstrates ability to solve problems 3 2 1 11. self-assesses and is reflective 3 2 1 12. accepts constructive criticism from others 3 2 1 13. Is flexible and open to new ideas 3 2 1
Professionalism	14. maintains high expectations for self and others 3 2 1 15. seeks opportunities for continued professional development 3 2 1 16. manages and organizes multi-step tasks and projects 3 2 1 17. maintains appropriate personal appearance in learning and professional contexts 3 2 1 18. meets attendance and participation requirements and is punctual 3 2 1
Ethical Practice	19. understands and complies with laws and policies regarding education 3 2 1 20. is familiar with privacy laws and maintain privacy and confidentiality unless disclosure is required by law 3 2 1 21. demonstrates academic honesty and professional integrity 3 2 1 22. readily separates personal and professional issues 3 2 1
Communication and Learning Environments	23. communicates effectively with all stakeholders orally and in writing 3 2 1 24. demonstrates professional interpersonal skills with all stakeholders 3 2 1 25. shows enthusiasm for working collegially 3 2 1 26. works productively as a team member 3 2 1 27. avoids ethnocentric and gender-specific generalizations 3 2 1 28. accepts and appreciate diverse opinions and perspectives 3 2 1 29. understands and respect others' perspectives about teaching 3 2 1 30. demonstrates compassion 3 2 1
Content and Instruction	31. demonstrates enthusiasm toward teaching and learning new and challenging material 3 2 1 32. evaluates and implements various models of professional practice 3 2 1 33. prepares and implements lessons, materials, and assessments that meet individual student needs within discipline specific contexts 3 2 1 34. uses innovative technology to promote learning 3 2 1 35. demonstrates culturally and linguistically responsive practices 3 2 1

Student _____ BOO _____

I understand that due to a concern or concerns brought to the College of Education, the committee has reviewed my dispositions and has identified causes for concern in the following area(s):

- | | |
|--|--|
| <input type="checkbox"/> Learner Development and Diversity | <input type="checkbox"/> Critical Thinking & Reflective Practice |
| <input type="checkbox"/> Professionalism | <input type="checkbox"/> Ethical Practice |
| <input type="checkbox"/> Communication & Learning Environments | <input type="checkbox"/> Content & Instruction |

Brief description of the specific cause for concern:

check here if additional documentation is attached

I understand that serious concerns and/or subsequent concerns could result in removal from the certification program.

Faculty Signature _____	Date: _____
Student Signature _____	Date: _____
Program Chair Signature _____	Date: _____

Second Review

Current Concern(s)

- | | |
|--|--|
| <input type="checkbox"/> Learner Development and Diversity | <input type="checkbox"/> Critical Thinking & Reflective Practice |
| <input type="checkbox"/> Professionalism | <input type="checkbox"/> Ethical Practice |
| <input type="checkbox"/> Communication & Learning Environments | <input type="checkbox"/> Content & Instruction |

Brief description of the specific cause for concern:

check here if additional documentation is attached

Faculty Signature _____	Date: _____
Student Signature _____	Date: _____
Program Chair Signature _____	Date: _____

Third Review (Automatic Consideration of Dismissal)

Current Concern(s)

- | | |
|--|--|
| <input type="checkbox"/> Learner Development and Diversity | <input type="checkbox"/> Critical Thinking & Reflective Practice |
| <input type="checkbox"/> Professionalism | <input type="checkbox"/> Ethical Practice |
| <input type="checkbox"/> Communication & Learning Environments | <input type="checkbox"/> Content & Instruction |

Brief description of the specific cause for concern:

check here if additional documentation is attached

Faculty Signature _____	Date: _____
Student Signature _____	Date: _____
Program Chair Signature _____	Date: _____

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 fifteen (15) 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: Linda Bullock, Academic Administrative Assistant
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726