

Clinical Practice I & II

Week	Clinical Intern	Clinical Educator	Clinical Supervisor
Semester I: Clinical Practice I			
1	<ul style="list-style-type: none"> • Observe the clinical educator modeling effective teaching practices. • Become familiar with school operation, assist with clerical tasks, learn use of AV equipment, work on lesson plans. • Establish relationships with the students, becoming familiar with student needs, interests, and profiles. • Begin co-teaching using <i>One Teach, One Observe; Station Teaching; One Teach, Once Assist</i> strategies. • Observe methods in which the clinical educator collects and records student data to implement data based decision-making. 	<ul style="list-style-type: none"> • Welcome and introduce the teacher candidate to the school, classroom and students. • Review school and classroom expectations, policies and procedures. • Review William Paterson clinical materials provided to you by the teacher candidate. • Provide the teacher candidate with scope and sequence of content being taught and any textbooks or other materials. 	<ul style="list-style-type: none"> • Conduct a “Hello” visit with clinical educator and teacher candidate to review expectations of the clinical educator and William Paterson; review the Professional Assessment for Clinical Experiences (PACE); answer any questions from the clinical educator. • Plan a minimum of four (4) formal observations in conjunction with teacher candidate and clinical educator. • Provide feedback on weekly journal entries.
2	<ul style="list-style-type: none"> • Arrange a minimum of four(4) observations in collaboration with your clinical educator and supervisor. 	<ul style="list-style-type: none"> • Begin Co-teaching using <i>One Teach, Once Observe</i> and <i>One Teach, One Assist</i> with the teacher candidate. • Share how and why you use different teaching, learning and assessment strategies. 	
3		<ul style="list-style-type: none"> • Complete Clinical educator Survey sent to your e-mail. • Communicate with the clinical supervisor to provide feedback, seek support or discuss any concerns. • Meet weekly with teacher candidate to discuss progress and expectations for the following week. 	<ul style="list-style-type: none"> • Provide support for the teacher candidate. • Communicate with clinical educator about the teacher candidate’s progress.

4		<ul style="list-style-type: none"> • Provide constructive feedback on teacher candidate performance using Guided Questions provided. • Participate in post observation conferences. 	<ul style="list-style-type: none"> • Provide feedback on lessons for formal observations. • Conduct pre and post observation conferences. • Provide constructive feedback on teacher candidate performance using Guided Questions provided. • Complete two (2) Observation Assessments in Anthology Portfolio. 	
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6	<ul style="list-style-type: none"> • Utilize relationships with the students and understanding of student profiles to facilitate all classroom activities. • Work together as a team, co-planning and co-teaching effective teaching practices, including differentiated instruction. (The teacher candidate and the clinical educator may vary the lead teacher role giving both clinical educator and teacher candidate opportunities to demonstrate effective teaching practices.) • Implement and practice consistency in classroom management procedures. • Co-facilitate pre- and post-lesson conferences to evaluate, reflect, answer questions and plan for future lessons. • Begin collecting and recording student data to implement data-based decision- making. • Integrate into the school culture and school; and learn about community resources available to support academic achievement of diverse learners. 	<ul style="list-style-type: none"> • Complete PACE Interim Report with Formal Observation Narrative Form • Provide the teacher candidate the opportunity to take the lead in teaching lessons. • Use <i>One Teach, One Observe; Station Teaching; and One Teach, Once Assist</i> co teaching strategies to assist the teacher candidate while he/she takes the lead in lessons. • Consult with clinical supervisor on teacher candidate’s performance and rating on PACE. • Complete Final Report (PACE) and Evaluation of Supervisor. 		
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14				<ul style="list-style-type: none"> • Complete PACE Interim Report.
15				<ul style="list-style-type: none"> • Complete two (2) Observation Assessments in Anthology Portfolio. • Complete Final Report (PACE) and Clinical and Mentoring Experience Surveys. Consult with clinical educator on teacher candidate’s performance and rating on PACE.

Semester II: Clinical Practice II

1	<ul style="list-style-type: none"> Establish relationships with the students, becoming familiar with student needs, interests, and profiles. (If beginning CPII in the fall.) Arrange a minimum of four(4) observations in collaboration with your clinical educator and supervisor. 	<ul style="list-style-type: none"> Assist teacher candidate in accessing necessary information for the Context for Learning. Assist in communicating with home and securing video permissions. Use <i>One Teach, One Observe; Station Teaching; and One Teach, Once Assist</i> co-teaching strategies to assist the teacher candidate while he/she takes the lead in the lesson. 	<ul style="list-style-type: none"> Plan a minimum of eight (8) formal observations in conjunction with the teacher candidate and the clinical educator. Provide feedback on weekly journal entries using Guided Questions provided. Provide feedback on lessons for formal observations using Guided Questions provided. Conduct pre and post observation conferences.
2 - 14	<ul style="list-style-type: none"> Teach all day and assume all responsibilities, e.g., attending faculty meetings, hall supervision, attending parent- teacher conferences. Utilize the clinical educator as another instructor in the classroom in either co-teaching or working with struggling students. Meet daily to discuss the day's accomplishments, tomorrow's lesson plans, best methods of presentation areas for improvement, etc. Integrate into the school culture and school; and learn about community resources available to support academic achievement of diverse learners. Implement and practice consistency in classroom management procedures. Utilize relationships with the students and understanding of student profiles to facilitate all classroom activities 	<ul style="list-style-type: none"> Support the teacher candidate in planning, teaching and assessing a full teaching load. Complete PACE Interim Report with Formal Observation Narrative form. 	<ul style="list-style-type: none"> Provide constructive feedback on teacher candidate performance using Guided Questions provided. Provide support for the teacher candidate. Communicate with the clinical educator about the teacher candidate's progress. Complete Observation Assessments (3/4) in Anthology Portfolio. Complete PACE Interim Report Complete Observation Assessments (3/4) in Anthology Portfolio.
15	<ul style="list-style-type: none"> Write thank you notes to clinical educator, principal and others that have supported you during clinical practice. 	<ul style="list-style-type: none"> Consult with clinical supervisor on teacher candidate's performance and rating on PACE. Complete Final Report (PACE) and Evaluation of Supervisor. 	<ul style="list-style-type: none"> Consult with the clinical educator on the teacher candidate's performance and rating on PACE. Complete Final Report (PACE) and Clinical and Mentoring Experience Surveys.

