

Clinical Practice II (Only)

Week	Clinical Intern	Clinical Educator	Clinical Supervisor
1	<ul style="list-style-type: none"> • Observe cooperating teacher modeling effective teaching practices. • Establish relationships with the students, becoming familiar with student needs, interests, and profiles. • Become familiar with school operation, assist with clerical tasks, learn use of AV equipment, work on lesson plans. • Begin co-teaching using <i>One Teach, One Observe</i> and <i>One Teach, Once Assist</i> strategies. • Observe methods in which the CT collects and records student data to implement data based decision-making. • Arrange a minimum of seven (7) observations in collaboration with your cooperating teacher and supervisor. 	<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 provide to you by the teacher candidate. • Provide the teacher candidate with scope and sequence of content being taught and any textbooks or other materials. 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. • Assist teacher candidate in accessing necessary information for the Context for Learning. • Assist securing video permissions and communicating with families, if necessary. 	<ul style="list-style-type: none"> • Conduct a “Hello” visit with cooperating teacher and teacher candidate to review expectations of the cooperating teacher and William Paterson; review the Professional Assessment for Clinical Experiences (PACE); answer any questions from the cooperating teacher. • Plan a minimum of seven (7) formal observations in conjunction with teacher candidate and cooperating teacher. • 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. • Provide constructive feedback on teacher candidate.
2	<ul style="list-style-type: none"> • Begin co-teaching using the <i>Station Teaching</i> strategy. • Continue observing and co- teaching with the cooperating teacher, i.e., grading papers, recording grades in grade book. • Meet daily with your cooperating teacher to discuss the day's accomplishments, 		

	<p>tomorrow's lesson plans, best methods of presentation, areas for improvement, etc.</p> <ul style="list-style-type: none"> • May observe other quality teachers in the building. Increase co-teaching. 		
3	<ul style="list-style-type: none"> • Begin teaching a class. 	<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. • Provide constructive feedback on teacher candidate performance using Guided Questions provided. • Meet weekly with teacher candidate to discuss progress and expectations for the following week. • Participate in post observation conferences. 	<ul style="list-style-type: none"> • Provide support for teacher candidate. • Communicate with the clinical educator about the teacher candidate's progress.
4	<ul style="list-style-type: none"> • Increase teaching load and responsibility. • Move to <i>Parallel Teaching</i> in the co-teaching model. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Complete Observation Assessments (3 or 4) in Anthology Portfolio.
5	<ul style="list-style-type: none"> • Begin taking the lead in co- planning and co-teaching many of the classes. • Integrate into the school culture and school; and learn about community resources available to support academic achievement of diverse learners. 		
6		<ul style="list-style-type: none"> • Complete PACE Interim Report with Formal Observation Narrative Form 	<ul style="list-style-type: none"> • Complete PACE Interim Report
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8	<ul style="list-style-type: none"> • Teach all day implementing co- teaching methods. • The teacher candidate performs all teacher responsibilities such as lesson planning and recording grades after co- planning and discussions with the cooperating teacher. 		<ul style="list-style-type: none"> • Complete Observation Assessments (4) in Anthology Portfolio.
9	<ul style="list-style-type: none"> • Take the lead in the co- planning and co- teaching model and teaching all day and has assumed all responsibilities, e.g., attending faculty meetings, hall supervision, attending parent- teacher conferences. • Utilize the CT as another instructor in the classroom in either co-teaching or working with struggling students. 	<ul style="list-style-type: none"> • Support the teacher candidate in planning, teaching and assessing a full teaching load. 	
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15	<ul style="list-style-type: none"> • Observe other quality teachers in the building. • Write thank-you notes to the clinical educator and the principal. 	<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 cooperating teacher on teacher candidate’s performance and rating on PACE. • Complete Final Report (PACE) and Clinical and Mentoring Experience Surveys.

