



Clinical Practice Newsletter

Guidance for the Master Teacher

WELCOME

We are well underway in our term and most students should be teaching multiple lessons per day at this point. We know you are hard at work supporting our Student Teacher candidates. Below are a few suggestions to help go along with their Clinical Practice experience.

THE STUDENT TEACHER

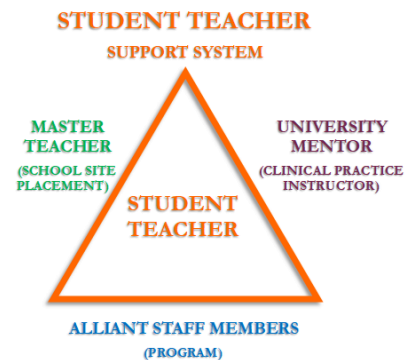
- ✓ Bell to bell experience including teaching multiple lessons per day
- ✓ May observe one period and teach that lesson to another class
- ✓ Takes attendance
- ✓ Reviews curricular materials that will be used in current and upcoming lessons
- ✓ Observing, developing, and implementing lessons
- ✓ Participates in daily teacher requirements such as meetings, lesson planning, attendance, duties, extracurricular activities
- ✓ Collaborates and observes other educators including other grade levels and departments (SPED, GEN Ed, etc..)

THE COOPERATING TEACHER

- ✓ Meets/collaborates daily with student teacher to review strengths, areas of improvements, data, assessments and key content information for instruction
- ✓ Review/explain District/School/Classroom (attendance, behavior, grading, communication, etc...) policy and procedures
- ✓ Provides curricular materials that will be used in current and upcoming lessons (course materials, curriculum maps, etc.)
- ✓ Model/review lesson/unit development

UNIVERSITY MENTORS / COURSE INSTRUCTORS

Alliant has transitioned to video mentoring. We are using a platform called Insight Advance. Instead of a face to face observation, student teachers will video tape their lessons and upload their lessons to Insight Advance. In addition to helping teacher candidates improve upon the teaching performance expectations, student teachers will also reflect on their experiences as they continue to build upon their strengths and areas of improvement.



TPE INFORMATION

TPE 1: Engaging and Supporting All Students in Learning

- ◆ Addressing common core standards
- ◆ Selecting and using various instructional strategies, activities, and resources to facilitate student learning
- ◆ Understanding students' academic learning goals
- ◆ Ensuring active and equitable student participation
- ◆ Monitoring student progress and extending student thinking
- ◆ Providing developmentally appropriate educational activities

TPE 2: Creating and Maintaining Effective Environments for Student Learning

- ◆ Managing instructional time
- ◆ Establishing a positive learning environment
- ◆ Maintaining a positive learning environment

TPE 3: Understanding and Organizing Subject Matter for Student Learning

- ◆ Understanding common core standards
- ◆ Planning instruction that addresses the standards
- ◆ Demonstrating ability to teach the common core standards

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

- ◆ Understanding how to adapt instructional practices to provide access to the common core standards
- ◆ Drawing upon student backgrounds and language abilities to provide differentiated instruction
- ◆ Connecting information to learning
- ◆ Establishing learning goals
- ◆ Connecting academic content to the students backgrounds, needs, and abilities

TPE 5: Assessing Student Learning

- ◆ Using instructional strategies and techniques to support student learning
- ◆ Using a range of formal and informal assessments
- ◆ Giving student feedback on assessment results

TPE 6: Developing as a Professional Educator

- ◆ Taking responsibility for student academic learning outcomes
- ◆ Evaluating teaching practices
- ◆ Using reflection and feedback to improve teaching practice and subject matter knowledge