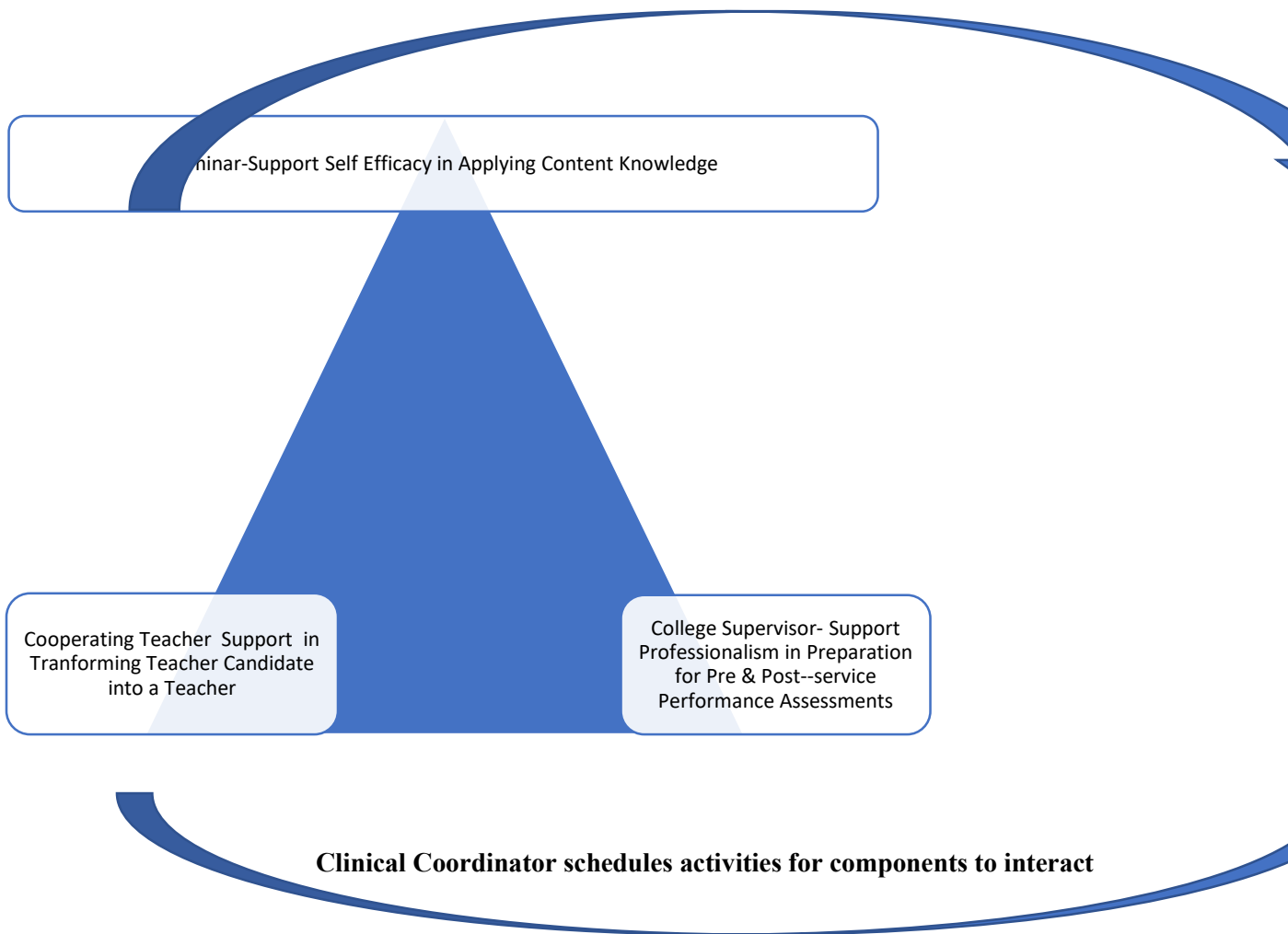


Appendix 2.2D

Excerpt from Clinical Practice Handbook: Roles and Responsibilities

**There Are Three Components of Teacher
Candidate's Clinical Practice.
See Diagram Below:**



COOPERATING TEACHERS: ROLES & RESPONSIBILITIES

Transforming teacher candidates to teachers means cooperating teachers will:

- support their teaching of various sized groups (individual, small group. parts of a learning experience. entire learning experience, 4 or more learning experiences taught sequentially)
- provide feedback through constructive criticism on classroom management and discuss curriculum and explore possible learning experiences
- offer feedback through constructive criticism on appropriate interdisciplinary, thematic curriculum units that advance all areas of students'
- learning and development, including social, emotional, intellectual and physical competence.
- offer feedback through constructive criticism on integrating technology (if possible) into instruction.

Transformative Pedagogical Support by Developmental Period

Candidates should inform their college supervisor and cooperating teacher the Performance Assessment that they are interested in conducting based

on their degree program (if applicable).

Early Education N-Grade 2

- Teaching is conducted through language and literacy and should be interdisciplinary thematic unit incorporating other subject areas.
- Teaching must demonstrate acknowledgement of the active nature of young children's learning
- Teaching must be multimodal and engaging
- Teaching must be developmentally appropriate
- **Elementary Education Grade 1-6**
- **Literacy**
- -Teaching of an essential language function to develop and practice a literacy strategy (Analysis of characters)
- -Teaching of a related language demand making authentic connections between reading and writing
- -Teaching related syntax or discourse skills
-
- **Math**
- -Analyze a formative assessment
- -Develop a re-engagement lesson based on an error analysis of the formative assessment
- -Build conceptual, procedural fluency (computational skills), and problem solving ability

COLLEGE SUPERVISOR

The College Supervisor is expected to support the teacher candidates' understanding of performance assessments as pre & post service teachers.

Therefore, the College Supervisor is expected to: engage in pre-observation meetings, post observation meetings and offer support following the suggested edTPA guidelines for providing candidates support found on MEC SharePoint.

PRE-OBSERVATION MEETING

First	Make an appointment for pre-observation meeting
Second	<ul style="list-style-type: none">• Show-up for the meeting• Be prompt
Third	<ul style="list-style-type: none">• Discuss your lesson with your supervisor

The infographic features a light gray background with a wooden floor texture at the bottom. The title 'PRE-OBSERVATION MEETING' is in bold black text with a red underline. The steps are presented in red rounded rectangles on the left, with corresponding instructions in light pink rounded rectangles on the right. The instructions for the second and third steps are bulleted.

IF YOU FAIL TO:

Set up and attend meetings on time

There will be no classroom teaching observation....

until a new appointment has been made and kept.

POST OBSERVATION MEETING (COOPERATING TEACHER SHOULD ATTEND)

Following the Classroom observation, evaluate teaching on the Clinical Practice Assessment Rubric being sure to: m

- provide feedback through constructive criticism on classroom management and discuss curriculum and explore possible learning experiences
- offer feedback through constructive criticism on appropriate interdisciplinary, thematic curriculum units that advance all areas of students' learning and development, including social, emotional, intellectual and physical competence.
- offer feedback through constructive criticism on integrating technology (if possible) into instruction.

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What does the Clinical Practice Seminar Instructor do?

The Clinical Practice Seminar instructor is responsible for reviewing and applying principles of classroom management to real world contexts, apply principles of

cultural literacy and watch numerous videos to disaggregate the importance of a positive learning environment, provide insight to assist candidates in

deepening student learning and engaging students in a positive learning environment that imparts subject specific content information and skills.