



Educatore
School of Education

FIELD EXPERIENCES AND CLINICAL PRACTICE HANDBOOK

TEACH-NOW Educatore School of Education
1701 K Street NW, Suite 250
Washington, DC 20006
844.283.2246

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Merging Foundational Knowledge with Practical Applications

As you know, it is important to develop a solid foundation of how students grow and develop, what they need to know, how they learn best, and what research-based practices and digital tools most powerfully support their needs. It's also crucial for you as a teacher candidate to have an opportunity to put what you've learned into practice, through field experiences in each module and a culminating 12-week clinical practice.

This Handbook has been developed as your guide to Field Experiences and Clinical Practice. It is the official publication of TEACH-NOW's Educatore School of Education and will answer many of your questions. Please read the Handbook thoroughly during Module 2; we want you to be successful and to have a smooth experience, so please don't rely on Facebook posts or what a friend of a friend says--let us guide and support you.

From time to time, it may become necessary to modify field experience or clinical requirements, particularly if state licensure requirements change. As policies are added or amended, the Handbook will be revised. We will certainly keep these changes to a minimum, but please know that you will be held responsible for the policies in place when you began your Field Experience or Clinical Practice unless you pause or withdraw from your program. If you change your status from Active to Pause or Withdrawn and then later resume your Active status, you will be expected to follow the Handbook version being used at the time when you resume Active status.

We know the importance of robust, high-quality Field Experiences and Clinical Practice--they give you the opportunity to apply what you have learned in a real setting. We encourage you to make the most of these opportunities--actively participate! Ask lots of questions! Don't be afraid to make mistakes! If you have questions about placement in a school, please contact our Field Experiences and Clinical Practice staff at: clinical@teach-now.com If you have questions during your in-school experiences, please contact your instructor.

Field Experiences

Overview of Field Experiences

Field Experiences take place throughout Modules 2-5 and help candidates link what they are learning to “the real world” in a P-12 school setting. These are scheduled, directed, structured, supervised, frequent experiences that occur prior to the culminating 12-week clinical practice experience. Field Experiences assist teacher candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn and to demonstrate what they have learned in their program. Field Experiences should be completed in settings with diverse learners (e.g., students from diverse ethnic, racial, gender, socioeconomic, and exceptional groups). In addition, field experiences should be completed in classrooms that will provide candidates with a safe, positive introduction to effective teaching practice.

Requirements for Field Experiences (Modules 2-5)

As shown in the table below, candidates will need to complete several Field Experiences in Modules 2-5 to reinforce what they are learning. These experiences are varied and include the following activities:

Field Experience Activities: Modules 2-5

Module/& Unit	Field Experience Requirements
Module 2, Unit 2	Activity 2: Observe a PTA/PTO or School Board Meeting in person or online.
Module 2, Unit 4	Activity 3: Speak with a teacher and counselor or special educator about the special education referral process.
Module 3, Unit 1	Activity 1: Create a Persona of students based on your class observations and interactions with students and teachers.
Module 3, Unit 2	Activity 1: Speak with 3 teachers about how they integrate technology in their instruction.
	Activity 3: Make arrangements with a teacher to teach an activity using a mobile device in a classroom or in an alternate setting.
Module 3, Unit 5	Activity 2: Teach the activity you designed in Activity 3 using a mobile or tablet device.

Module 4, Unit 2	Unit 2, Activity 3: Video yourself teaching a lesson using the I Do It, We Do It, You Do It Together, You Do It Alone Strategy.
Module 4, Unit 4	Activity 2: Meet with a school counselor or teacher to discuss a Behavior Plan and Checklist.
	Activity 3: Observe the physical layout of a classroom and the movement (flow) of students and the teacher.
Module 5, Unit 2	Activity 3: Speak with at least 2 teachers about lesson planning.

Securing a School Placement for Field Experiences

You are not required to use the same classroom or mentors for your Field Experiences; in fact, you are welcome and encouraged to explore a variety of learning environments. At the beginning of your program, you should consider the activities in the table above and take an inventory of the schools, classrooms, students, and educators that are either in your area or available to you online that you might be able to use for these experiences.

If you ARE currently teaching, you should be able to use your school and students to complete your Field Experience activities for Modules 2-5 and for your Clinical Practice during Module 8 (detailed below). Please ensure that your principal or school leader knows your program requirements and that you will be completing them in your classroom. Your principal or a more experienced colleague can serve as your mentor.

If you are NOT currently teaching, you will need to identify schools and qualified educators who are willing to cooperate with you and who will allow you to complete your Field Experiences in their classroom. For Field Experiences, qualified educators can be defined meeting the requirements of school districts for employment. You should begin the process as soon as you begin the TEACH-NOW program. Following is a list of possibilities:

- **Local public, private, or charter schools:** The obvious best option is to do your Field Experience activities in a school somewhat near you. Make a list of the schools within a reasonable distance; check at the local city hall, chamber of commerce, license bureau, courthouse, etc. for recommendations if you are new to the area; a simple Google search can also be quite effective.
- **Private schools:** Private schools sometimes follow schedules that differ from public schools.
- **Year-round schools:** They are small in number, but there are some public schools that operate year-round with breaks every few weeks.

- **International schools:** If you are completing the TEACH-NOW program outside of the USA, you will need to identify schools in your geographical area. Keep in mind that the staff of international schools process a lot of email and may not be fluent in English. International schools are not known for responding to email inquiries, so be prepared to call or visit the school you are interested in. It is important to get started on securing a placement early, particularly for those candidates who are not currently teaching or who don't have a relationship in a school.
- **Alternative sites:** Some Field Experience activities in Modules 2-5 allow you to use alternatives to visiting a school. For some activities, it is acceptable for your 'class' to include neighborhood children, your children, relatives, friends, or other groups of people who are roughly the same age as your target students.

A note about seasonal school breaks: One issue you might have to deal with depending on when you start the TEACH-NOW program is how to complete Field Experience activities in Modules 2-5 when schools are on summer or winter breaks. The key is really in planning ahead and organizing your schedule so that you can get these activities done while schools are in session, but if for some reason that doesn't work out here are some recommendations if needed:

- **Summer schools and other educational settings:** Many school districts host one or more summer school sessions. These sessions are typically different from classes during the rest of the school year and won't lend themselves to the culminating clinical practice, but they could be acceptable for the Field Experience activities. In addition, community and recreational centers may conduct classes that you could observe when schools are not in session. Candidates seeking a license in early childhood education could observe classes in early childhood or preschool centers or schools.

Verification of Field Experiences, Placement and Activities: Please locate this form in the Professional Preparation tab of the learning platform; complete and submit a signed form with your Module 5, Unit 5, Activity 2 submission.

Clinical Practice

Overview of Clinical Practice

After completing Modules 1-6 and all required Field Experiences, you will be ready to complete your culminating Clinical Practice, sometimes referred to as the capstone of your program. During the 12-week (minimum 200 clock hours) Clinical Practice*, your mentor teacher assesses your performance weekly using the TEACH-NOW rubric based on the InTASC standards. The objective of these assessments is to ensure that you have reached at least the proficient level on all the performance outcomes of the program, which cover the requirements of the ten InTASC Standards. You will prepare for your clinical practice in Module 7, and complete the experience during Module 8:

Module 7, Unit 1	Activity 3: Video planning meeting with your mentor teacher.
Module 8, Units 1-12	Clinical Practice in a Classroom

*Arizona residents have the option of completing a year-long [internship](#) to fulfill the Clinical Practice requirement. Candidates who are interested in this option should communicate as soon as possible with a TEACH-NOW Clinical Officer or Certification Officer.

Eligibility Requirements for Clinical Practice

To be eligible to begin Module 7: Introduction to Clinical Practice, candidates must have submitted the following:

(1) **Criminal background report** as required by the District of Columbia (DC) or the state of Arizona (AZ), depending on the state in which you are seeking a teaching license. NOTE: If you are currently teaching, you may submit the criminal background report you submitted for your job. However, you must complete the required background report required by DC or AZ with your application for a teaching license. Please click the Certification tab in the learning platform for requirements that are specific to DC and AZ. The background check must be submitted to TEACH-NOW by the beginning of Module 6. Email a copy of the report to clinical@teach-now.com and indicate “Background Check” in the subject line of your email. We strongly advise you to start this process during Module 2; it sometimes takes more than three months for the FBI to process these reports. Be sure to mark on the form that you are requesting this report for personal reasons.

(2) **Evidence of passing the Praxis Core tests** in reading, writing, and mathematics if you are seeking a teaching license in the District of Columbia. **NOTE:** You should have passed these tests before Module 5, unless you received a waiver because you reside outside the United States. Procedures for requesting waivers are detailed in the Course Catalog. To ensure that we receive evidence of you passing the required exams, please provide a copy of the score report to clinical@teach-now.com and indicate “Praxis Core Results” in the subject line of your email.

(3) **Evidence of passing the Arizona Content test**, if you are seeking a teaching license in AZ. This test should have been passed before Module 5. To ensure that we receive evidence of you passing the required exams, please send a copy of the score report to clinical@teach-now.com and indicate “Arizona Content Exam Results” in the subject line of your email.

(4) **Additional placement site requirements:** Some schools/school districts have additional requirements, such as TB testing. You will need to confirm with the school what their specific requirements are and complete them before beginning Module 7.

One final reminder: Ensuring that TEACH-NOW receives your criminal background check report and your exam scores is critical to completing the program on time. **You will not be able to begin Module 7 until you have met these requirements.**

Preparing for Clinical Practice

You should begin to work with TEACH-NOW’s clinical staff during Module 2 to begin the process of identifying and confirming the school in which you will complete your Clinical Practice and the mentor who will both support and evaluate you. If you are currently teaching, you should ensure that your principal or head of the school agrees that you can do your 12-week Clinical Practice in your classroom. If you are not currently teaching, you should work collaboratively with your TEACH-NOW Clinical Officer to identify potential schools for your Clinical Practice. As you plan for your 12-week clinical practice, please keep in mind the following “rules”:

1. You must be in the classroom for at least 200 hours over the 12 weeks of Clinical Practice. If you are teaching full-time, you will accumulate far more than 200 hours over 12 weeks. If you are teaching part-time, you must make a commitment to be in the classroom on a consistent schedule at the hours agreed to by the school. Taking into account school breaks, candidates should plan to work in a classroom at least 20 hours per week for 12 weeks. In special cases, Clinical Practice can be extended for a few weeks to meet the minimum 200-hour requirement. Please note that although those in full time placements may accumulate 200 hours in less than 12 weeks, all candidates must remain in their placements for a minimum of 12 consecutive weeks. Also, while it is certainly ideal to be in the classroom each full day during the 12 weeks, candidates must be able to come to the school a minimum of 3 full days or 5 half-days per week.

2. You must complete your Clinical Practice in a classroom in which you are teaching the subject(s) at the grade level(s) for which you intend to seek a teaching license. For example, if you plan to be an elementary teacher, you must complete your Clinical Practice in an elementary classroom (typically grades 1-6) and will teach across all subject areas. If you plan to be a high school biology teacher, you would complete your Clinical Practice in a high school (typically grades 9-12) in a biology classroom.
3. You cannot complete your Clinical Practice in a classroom that includes one or more of your relatives.
4. If you are employed as a teaching assistant or paraprofessional in a school, your school and/or school district will probably not allow you to count the hours for which you are being paid as your Clinical Practice. You may need to take a leave of absence or adjust your working hours to meet the required 200 hours for Clinical Practice. Do not assume that you will be able to fit your Clinical Practice around your job. Make certain that your principal has approved your Clinical Practice in the school before completing the Clinical Application in the Professional Preparation tab of the platform.

Beginning the Clinical Practice Placement Process

Regardless of whether you are currently teaching or not, the first step in the placement process is to meet with a Clinical Officer to discuss Clinical Practice and your school placement. The purpose of this Clinical Cohort Intake Interview is to (1) provide you with details regarding the clinical process; (2) to review items needed in order to be cleared to start your Clinical Practice; (3) to facilitate your clinical placement; and (4) to provide any additional support you may need in order to be successful. It is not an extra assignment or module requirement. The purpose of the Intake Interview is to ensure a smooth, positive clinical experience.

You can expect to start receiving information about the clinical portion of the program during Module 2 or Module 3. We will send you an email asking you to select your preferred day and time for the interview using Doodle. Please respond to this request promptly so you don't lose your most convenient appointment spot. Your interview will be conducted in your cohort's virtual classroom. Interviews will be scheduled for 25 minutes each. If a follow-up meeting is needed to answer additional questions, please let your Clinical Officer know. If you have specific questions about your Clinical Practice, you should jot those down prior to the interview so that you can make the most of the scheduled time. Prior to the Intake Interview, you should fill out the Clinical Application form available on the Professional Preparation tab of the platform; have it ready so that your Clinical Officer can confirm or update all information needed for your placement.

For more information, watch a brief video on the Clinical Placement Process which is available in the Professional Preparation tab of the learning platform. Following the Intake Interview, the

TEACH-NOW Clinical Officer will contact your preferred school district to request a placement on your behalf. In order to avoid confusion and potential miscommunication, we strongly advise for you to wait until our staff has made contact before you attempt to initiate your own contact with the school district. Any exceptions should be discussed in advance with your clinical officer.

It is important for you to know that your first or second school placement choice may not be available--in some instances it may take considerable effort to locate and secure an appropriate site. We will strive to place you in a school of your choice but please realize this may not be possible, and we cannot make any guarantees. Your Clinical Officer will work hard on your behalf to secure a placement that will provide you with a rich educational experience, and will communicate with you regularly with status updates. Once a placement has been secured that is appropriate for your grade level(s) and licensure area(s) based on the information you provided during the Intake Interview, the placement search will be finalized. The Clinical Officer will notify you with details of the placement. You are expected to accept this placement. However, if you choose to decline the placement for a reason other than unavoidable or extenuating circumstances, you will then be responsible for securing your own placement that meets all TEACH-NOW criteria prior to beginning Module 6. If you fail to do so you will be paused until you are able to find an appropriate placement for yourself. However, rejecting a placement is highly irregular and should only be done as a last resort for reasons such as moving to a different location, illness, family hardship, etc. Once a placement has been secured and we have to unlock it, there is a risk of damaging our relationship and your relationship with that school district, and of course we want to avoid this unless absolutely necessary.

An important reminder: The process of negotiating an affiliation agreement with a school or school district could take several months. Therefore, it is critical to begin this process in Module 2 or early in Module 3. If potential placement schools have not been identified by the end of Module 3, TEACH-NOW may not be able to finalize the school placement before Module 8, which would lead to a delay in beginning your Clinical Practice.

Finding a School Site for Your Clinical Practice

You may already be teaching—if so, congratulations! It is fine to complete your Clinical Practice in your classroom, provided what you are teaching matches up with the license you intend to apply for—see #2 above in “Preparing for Clinical Practice”—and the principal agrees to your completing your Clinical Practice in the school. You will provide all the details to a Clinical Officer during the Clinical Intake Interview.

If you are not currently teaching or don’t plan to be during your Clinical Practice, please consider the following types of schools/districts as possible placement sites for your clinical practice:

- **Local public, private, or charter schools.** The obvious best option for your Field Experience activities is a school somewhat near you. Make a list of the schools within a reasonable distance; check at the local city hall, chamber of commerce, license bureau, courthouse, etc. for recommendations if you are new to the area; a simple Google search can also be quite effective. We realize that it would be great to have a 5-minute commute to your school site, but often that just isn't realistic for a variety of reasons. Therefore, TEACH-NOW defines a reasonable commute as up to a 90-minute one-way. You should be prepared to make this commute if one of our Clinical Officers is unable to secure a placement site closer to you.
- **International schools.** If you are completing the TEACH-NOW program outside of the USA, you will need to identify schools in your geographical area. Keep in mind that the staff of international schools process a lot of email and may not be fluent in English. International schools may not respond to email inquiries, so be prepared to call or visit the school in which you are interested. It is important to get started on securing a placement early, particularly for those candidates who are not currently teaching or who don't have a relationship in a school.
- **Online schools.** Online (virtual) public and private P-12 schools are growing in number and in popularity across the United States. While TEACH-NOW encourages you to complete your Clinical Practice in a face-to-face setting when possible, we recognize that a variety of factors may make this impossible. Thus, our clinical staff may be able to facilitate your placement in a virtual school. If you believe you will encounter difficulty in securing a traditional school placement, it will be important to communicate as soon as possible with your Clinical Officer during the Clinical Intake Interview. Please note that before being cleared to begin working with students in a virtual instructional setting, candidates will need to complete an orientation that focuses on effective online teaching practices. Complete details will be provided when the clinical placement has been accepted.

Something else to consider when in need of a Clinical Practice teaching placement site, is that the positions are unpaid internships. You will be working in the classroom under the supervision of a current teacher who will serve as your mentor. The Clinical Officer is not responsible for finding a paid teaching position for your Clinical Practice.

Selecting a Mentor

The selection of a mentor (sometimes referred to as a supervising practitioner, cooperating teacher, host teacher, or similar titles) for Clinical Practice will be important in ensuring that you are supported, coached, and evaluated effectively throughout these 12 weeks. You will want a mentor who models effective teaching and has time and is willing to observe your teaching and provide you feedback for improving your teaching practice. The mentor should

have the appropriate education background and credentials required of teachers in the state or country in which you are completing your Clinical Practice.

If you are teaching full time, you already have a placement but you still must complete the Intake Interview. When you talk with your TEACH-NOW Clinical Officer, you should recommend a teacher, principal, or other school professional who meets the requirements above and who you think would be an effective mentor to help you improve your practice. You should discuss with your school principal a possible mentor who meets the TEACH-NOW qualifications listed below. If there is not a suitable mentor at your school, you may request a Virtual Mentor from your Clinical Officer. Please keep in mind that a mentor who can meet with you physically is preferable to a Virtual Mentor, and the number of Virtual Mentors is limited. The only mentors that qualify as Virtual Mentors are TEACH-NOW instructors specifically trained in observing and evaluating candidate teaching performance virtually, and are only available to those candidates who are currently employed as teachers.

If you are not currently teaching, your Clinical Officer will ask the school district or building principal to recommend a mentor who meets TEACH-NOW's requirements.

At a minimum, the mentor teacher must meet the following requirements:

1. Have at least three years of successful teaching experience at the P-12 school level
2. Have taught at the level (e.g., elementary or secondary) and in subject(s) that align to the candidate's clinical practice placement.
3. Be recommended by the school district or school.
4. Complete the virtual training provided by TEACH-NOW staff

For candidates who plan to seek their initial teaching license in Arizona, mentors (supervising practitioners) must have:

- a. a minimum of three full years of experience relevant to the license the candidate is seeking.
- b. a current classification of highly effective or effective pursuant to §15-203(A)(38) when applicable.
- c. adequate training from the professional preparation institution
- d. complete the virtual training provided by TEACH-NOW staff

Regardless of location, all mentors are responsible for reviewing any materials provided to them by TEACH-NOW, including training orientations.

Roles of Mentor and Module 8 Instructor

Your mentor and Module 8 instructor are both part of your support system during Clinical Practice. They each play an important role in your growth and development as a new teacher.

How your mentor will support you: Your mentor should be available to talk with you frequently, to co-plan, to give feedback on your ideas and lesson plans, to watch at least one lesson per week (preferably in-person), and to provide you with weekly formal feedback based on the observed lesson. If you find your mentor is too busy to give you the assistance you need, please contact your Module 8 instructor immediately. You should not attempt to complete your Clinical Practice without a mentor. Sometimes substitutions are necessary because the mentor has accepted a position at a new school or has been given so many assignments s/he does not have the time necessary to support you. Please let your instructor know immediately if that happens to your mentor.

How your instructor will support you: Your Module 8 instructor also provides support and feedback. The instructor completes the weekly rubric and gives feedback at the bottom of the form. Oftentimes, suggestions are provided as to how you can strengthen elements in your lesson, use alternative strategies, handle classroom management, etc. Make sure to read these suggestions and try some of them out. Your instructor has had teaching and mentoring experience and in some cases has been an administrator who evaluates teachers. Take advantage of the advice s/he offers you! Please do not fret about your early grades. The final Clinical Practice evaluation grade is not cumulative. Rather, the instructor will assign the module score at the end of Module 8 based on your teaching performance at that time. The expectation is that you will demonstrate growth and progress throughout the 12-week clinical practice.

Full-Time vs. Part-Time Clinical Practice

The 200-hour minimum requirement for completing your clinical requirement is non-negotiable. This time requirement was agreed upon by state licensing agencies and TEACH-NOW. If you are teaching full time, you will have no problem fulfilling this requirement. Please note that the 200-hour requirement is the minimum you must meet to complete the TEACH-NOW program.

The clinical hours that you log do not include the time you spend outside of school to prepare for lessons, gather learning resources, etc. In addition to direct instruction in the classroom, the hours include the time spent in planning with the mentor teacher or grade/subject level team; recess/lunch duty; and attending grade level/team meetings, staff meetings, professional development meetings, and school wide events. If you have questions about any activity, please contact your instructor who will clarify the requirements with the Clinical Coordinator.

If you are completing your Clinical Practice part time, you may need to vary your schedule somewhat to teach all required subjects (such as for elementary education, multiple sciences, etc.). Your teaching videos should reflect the different subjects you teach. As a reminder, while

it is certainly ideal to be in the classroom each full day during the 12 weeks, candidates must be able to work at the school a minimum of 3 full days or 5 half-days per week.

At the end of your 12-week clinical practice, your mentor must submit the Verification of Hours Report to provide documentation that you in fact did complete the required number of clock hours and weeks. To assist you and your mentor in tracking the number of hours you have spent in Clinical Practice, you should record the number of hours you spent in Clinical Practice each day of your 12-week clinical practice on the Verification of Hours Tracking Sheet. Both the Verification of Hours Report and the Tracking Sheet can be found on the Professional Preparation tab of the learning platform.

Required Activities During Clinical Practice

You will continue to participate in a weekly VC with your instructor and cohort peers throughout your Clinical Practice. In fact, you begin planning for the first few weeks of Clinical Practice in the two-week Module 7, Introduction to Clinical Practice. You will find that Modules 7 and 8 are very different from what you have become accustomed to.

The activities in Modules 7 and 8 focus on your work in the classroom with students. In Module 7, you will interview your mentor to determine his or her expectations for your Clinical Practice. You should use this opportunity to discuss what you will be doing during the first couple of weeks in your mentor’s classroom if you are not currently teaching. If you are currently teaching, you and your mentor can use this time to plan when your mentor will be observing you and when you can meet to discuss your teaching performance on a weekly basis.

Guide for the Sequencing of Clinical Practice

TEACH-NOW candidates who have not been teaching in their own classroom will be entering the classroom of another teacher for their Clinical Practice. This guide makes recommendations for sequencing a candidate’s responsibilities in a classroom. The sequence and pace that the candidate will assume various duties depends on his/her classroom experience and expertise and when the mentor teacher decides the candidate is ready to take on additional responsibility. Candidates are generally expected to take over the full teaching responsibilities for the classroom by Week 4 or 5.

2 weeks before practice teaching	<ul style="list-style-type: none">• Meet with the mentor teacher to discuss content of classes to be taught
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	<ul style="list-style-type: none"> ● Identify with the mentor the instructional activities in which he/she would like you to be engaged in during the first week of practice teaching ● Video the meeting with your mentor teacher
Week 1	<ul style="list-style-type: none"> ● Observe and note class routines and the mentor’s instruction style ● Become familiar with curriculum and materials ● Work with small groups of students as recommended by your mentor ● Work with students on an individual basis as recommended by your mentor ● Develop lesson plans for and teach one or more lessons as recommended by your mentor ● Video at least one of the lessons you teach to submit as a baseline video for Module 8 ● Begin to develop lesson plans for classes you will teach in Week 2
Week 2	<ul style="list-style-type: none"> ● Team in classes with your mentor, implementing objectives with small groups or individual students or assisting in large group instruction ● Teach lessons for 1-2 classes or subjects as recommended by your mentor ● Video at least one of the lessons you teach to submit for Module 8 ● Complete a bulletin board display as appropriate for your mentor ● Assist your mentor teacher with grading ● Begin to develop lesson plans for classes you will teach in Week 3 ● Complete the 1st evaluation with your mentor
Week 3	<ul style="list-style-type: none"> ● Continue to team in classes with mentor, implementing objectives with small groups or individual students or assisting in large group instruction ● Pay attention to how your mentor teacher differentiates lessons for specific students ● Teach lessons for 2-3 classes throughout the week ● Video at least one of the lessons you teach to submit for Module 8 ● Begin to develop lesson plans for classes you will teach in Week 4 ● Complete the 2nd evaluation with your mentor

<p>Week 4</p>	<ul style="list-style-type: none"> ● Continue to team in classes with your mentor, implementing objectives with small groups or individual students or assisting in large group instruction ● Observe your mentor in school instructional team meeting, multidisciplinary team meeting or a referral process ● Teach lessons for 3-4 classes throughout the week ● Video at least one of the lessons you teach to submit for Module 8 ● Begin to develop lesson plans for classes you will teach in Week 5 ● Complete the 3rd evaluation with your mentor
<p>Week 5</p>	<ul style="list-style-type: none"> ● Teach lessons for all of your mentor’s classes throughout the week with full responsibility for the classroom ● Video at least one of the lessons you teach to submit for Module 8 ● Assume one of your mentor responsibilities (recess or lunch duty, hall duty, etc.) ● Begin to develop lesson plans for classes you will teach in Week 6 ● Complete the 4th evaluation with your mentor
<p>Week 6</p>	<ul style="list-style-type: none"> ● Video at least one of the lessons you teach to submit for Module 8 ● Begin to develop lesson plans for classes you will teach in Week 7 ● Complete the 5th evaluation with your mentor
<p>Week 7</p>	<ul style="list-style-type: none"> ● Teach lessons for all of your mentor’s classes throughout the week ● Video at least one of the lessons you teach to submit for Module 8 ● Begin to develop lesson plans for classes you will teach in Week 8 ● Complete the 6th evaluation with your mentor
<p>Week 8</p>	<ul style="list-style-type: none"> ● Continue teaching lessons with mentor observation and feedback ● Video at least one of the lessons you teach to submit for Module 8 ● Begin to develop lesson plans for classes you will teach in Week 9 ● Complete the 7th evaluation with your mentor
<p>Week 9</p>	<ul style="list-style-type: none"> ● Continue teaching lessons with mentor observation and feedback ● Video at least one of the lessons you teach to submit for Module 8 ● Begin to develop lesson plans for classes you will teach in Week 10 ● Complete the 8th evaluation with your mentor
<p>Week 10</p>	<ul style="list-style-type: none"> ● Continue teaching lessons with mentor observation and feedback ● Video at least one of the lessons you teach to submit for Module 8 ● Begin to develop lesson plans for classes you will teach in Week 11

	<ul style="list-style-type: none"> • Complete the 9th evaluation with your mentor
Week 11	<ul style="list-style-type: none"> • Continue teaching lessons with mentor observation and feedback • Video at least one of the lessons you teach to submit for Module 8 • Begin to develop lesson plans for classes you will teach in Week 12 • Complete the 10th evaluation with your mentor
Week 12	<ul style="list-style-type: none"> • Complete the final requirements for Module 8

How You Will Be Evaluated During Clinical Practice

TEACH-NOW has adopted the standards of the Interstate Teacher Assessment and Support Consortium (InTASC) as the foundation for its teacher preparation certificate program, including your clinical practice. Your teaching performance will be formally evaluated weekly by your mentor on each of those standards through a multi-level rubric that can be found in Module 8 on the learning platform. In addition, your TEACH-NOW Module 8 instructor will also use the rubric to score each 15 to 20-minute video of your teaching submissions in Module 8. The expectation is that by the end of Module 8 and practice teaching, you will demonstrate proficiency in all 10 [InTASC Standards](#).

Your Module 8 instructor will guide you through one of these ten standards each week, beginning in Unit 2. Make sure that you read the rubric criteria before you plan the lesson to be videoed to ensure you know what to highlight in your teaching of the lesson; remember that you must demonstrate that you are meeting the standard. Beginning in the second week of Module 8, you will be required to submit the following four pieces of evidence to demonstrate that you are meeting the standard for that week:

1. The 15 to 20-minute video of you teaching a lesson that demonstrates you are meeting the standard for that week
2. The lesson plan that you used for your video
3. A reflection of the effectiveness of your teaching in the video and a discussion of how you are addressing the rubric criteria that were not demonstrated in the video
4. A video or audio recording (approximately 5 minutes) of the formal evaluation debriefing with your mentor

For Standards 1-8, you will video yourself teaching a lesson. Standards 9 and 10 do not require you to video a lesson. Standard 9, Professional Development, can be a video related to one of the criteria of the standard such as a discussion with your mentor regarding professional development activities available at your school, locally, or online. Standard 10, Leadership, can be a video related to one of the criteria such as a discussion with the principal, assistant

principal, or other leader at your school. Options for Standards 9 and 10 will be discussed during the virtual classroom, Units 1 and 2.

You should ensure that your onsite or TEACH-NOW Virtual Mentor completes the required evaluations of your teaching performance on TEACH-NOW's learning platform. You may have to help your mentor access the platform and the activity in which s/he will score your performance using the Clinical Practice rubric. You can also direct your mentor to review the Mentor Orientation Video. Please remind your mentor to complete the "Verification of Hours Form" at the end of your Clinical Practice.

Your Module 8 instructor will be your guide and coach for Clinical Practice. Do not hesitate to ask questions in the VC regarding issues related to your Clinical Practice and general procedures. If you are having problems connecting to the VC or videoing your teaching, contact the Candidate Coordinator for assistance; the contact information for this individual can be found under Need Help? in the Home Tab of the platform.

More about the formal evaluations from your mentor: Each week, your mentor will be using the portion of the TEACH-NOW Clinical Rubric that correlates with the Standard(s) you have taught at the time of the evaluation. You should be familiar with the criteria if you reviewed the rubric prior to lesson planning. If you have questions about why you were marked a certain way, please respectfully ask your mentor. S/he will explain his/her rationale to you.

More about the formal evaluations from your Module 8 instructor: Your weekly assignments will be evaluated by your instructor. Most weeks have only one four-part assignment: Lesson Plan, Lesson Video, Mentor Debriefing audio/video, and your reflection. Your assignment will be marked incomplete if you are missing any of these elements. The instructor will use the appropriate standard from the TEACH-NOW Clinical Practice Rubric to grade your work. There are specific criteria for your video and reflection. If criteria in the rubric are not addressed in the video, you should include in your reflection how you would address that criteria or how it was addressed off camera. If you do not add this information, your rubric grade will be lower than it could have been. Please complete the reflection in the manner specified by your instructor.

At the end of Module 8, your instructor will assign a score for your professional dispositions performance using the Dispositions Rubric found in Module 8 of the learning platform. Unlike the first seven modules in which the overall module score is computed by averaging your unit and dispositions scores, your Module 8 instructor assigns the overall module score dependent on your teaching performance at the end of Module 8. This procedure gives you credit for improvement throughout the module.

Candidate Responsibilities

We've already given you a lot to think about, but here are some important responsibilities that you as a teacher candidate need to remember during your clinical practice:

Dispositions: *What you know*, sometimes referred to as command of subject matter or content knowledge, is extremely important for all successful teachers. We must know and understand what we teach to our students. In addition, *how you conduct yourself as a professional educator* is an equally important part of being a successful teacher. These are often referred to as professional dispositions, and include skills that pertain to areas such as communication, collaboration, problem solving, time management, professionalism, and self-reflection. During your clinical practice, you should model the TEACH-NOW professional dispositions that are expected of educators as they interact with students, parents, other teachers, school administrators, and TEACH-NOW peers, instructors, staff, and administrators. The dispositions are discussed in more detail in the [Candidate Handbook](#).

Professional conduct: In addition to dispositions, we fully expect you to conduct yourself in an ethical, honest, and professional manner becoming of an educator. Remember that you are a model to your students—whether it's obvious or not, they are listening to every word and observing every behavior. The standard for teacher conduct is high, and it should be. Throughout your program including all field experiences and clinical practice, you must follow TEACH-NOW'S Code of Conduct as outlined in the current [Course Catalog](#).

Confidentiality: Student information is confidential and may only be shared with authorized school personnel and that student's parents. Do not share student information with anyone who is not authorized to know about it. This is of particular importance when it comes to test results and/or grades.

Professional attire, language, and decorum: Related to professional conduct above, you should plan to dress professionally during your Clinical Practice. Avoid wearing clothing that is too tight, too casual, or provocative. Don't wear, for example, blue jeans or shirts with inappropriate comments or advertising (such as alcohol, tobacco). Make sure that you wear comfortable shoes; sandals, flip flops, or very high heels are likely not wise choices. Makeup should be tasteful. Remember, you are a role model for your students and they will be watching you closely even if you don't realize it. Likewise, using professional, appropriate language is essential; there should never be an instance where inappropriate word choices should be used on school property. We expect you to conduct yourself at all times in a manner becoming of a professional educator while at school, and we would even go so far as to offer this recommendation as something for you to consider even when you are not at school. You never know when you might encounter a student, a parent, a principal, or a school board member! If you are expecting to be hired for a job, you will need to project that you would be an outstanding addition to the school's team.

Attendance at school: If you must miss time a day at school, follow the school's established policy. At a minimum, you should let your mentor teacher and the school office know. If you are completing your Clinical Practice less than full-time, you will need to make up any time missed in order to meet your minimum 200-hour requirement. You should plan to be at school every

day at least 15 minutes prior to your report time. You should keep a time log (such as the Verification of Hours Tracking Sheet available on the Professional Preparation tab of the learning platform) that accurately reflects your time at your clinical school. Note on the log if you were absent and the school was on a break.

Interactions with students: Treat students with respect. Greet students as they enter the classroom with a welcoming attitude. Become very familiar with the school or classroom discipline policy. Make sure that you enforce rules consistently with all students. It is sometimes easy to be frustrated with a student and begin to look for rule infractions; resist that temptation. Grade and return student work in a timely manner. If students have questions about their grades, answer them honestly and kindly. Don't be afraid to admit that you made a mistake if you did so. Treat student information and records with confidentiality. Keep all interactions with students professional and avoid personal conversations. It is best not to interact with students on social media platforms. If you have any questions about appropriate interactions with students, we strongly advise you to (1) check with your mentor or school policy manual or (2) consult with your Module 8 instructor.

Conduct on social media platforms: As you know, we strongly support technology and digital tools as a cornerstone of our curriculum; we want our program completers to be tech-savvy educators and we realize you are likely connected to multiple social media networks. However, we want to remind you of the importance of exercising caution and wisdom before you send that email or text, post that link, send out that tweet, comment on that update, upload those pictures, and so on. Once something is published, it's there forever. The old rule of thumb still applies: If what you are about to share electronically is something you would not feel comfortable in sharing with your grandparents or seeing in your local newspaper, then it likely isn't appropriate for a teacher to share. You may ask, "Aren't teachers entitled to private lives outside of school?" Of course the answer is yes—but you must remember that being a teacher isn't just an 8:00-3:30 commitment—students look up to you and see you as a role model. Your sphere of influence does not end when you leave for home at the end of each day. So, it is imperative that you consider the implications of participating in inappropriate, unprofessional, or irresponsible exchanges using electronic communications or social media, including but not limited to using cell phones, e-mail, Websites, blog, Facebook, Twitter, LinkedIn, Flickr, YouTube, Wikipedia, Picasa, Snapchat, Instagram, MySpace, and other similar social media platforms.

Timely completion of required Module 8 work: You must complete all required work in a timely manner. Attend the VCs and participate in the discussions. Share experiences that provide examples and problems on which you need feedback. If you don't attend VCs, you will be missing a vital part of your support system. TEACH-NOW personnel realize that there are some rare occasions when you must miss due to school related activities or an illness. If this is the case, you should watch the video for that VC and write a 500-word paper on what you found to be of special interest or what you would like to learn more about. This paper is due no later than the next work submission date for your cohort. Failure to submit this paper will affect your final grade. Please note that video "dumping" at the end of Module 8 is not permitted. Videos must be submitted weekly to obtain timely feedback from both your mentor and your

instructor. If you save your videos and submit them all at once at the end of the Module 8, you will be depriving yourself of critical feedback that could have been used to improve your teaching practice. Should you miss submitting four video activities or fall significantly behind on other work, you will automatically be placed on pause and will have to complete your clinical practice with another cohort later in the program.

Remember, you are not only representing yourself, but your program as well: When you are completing your Clinical Practice in a school, you are a representative of TEACH-NOW and as such are expected to act and dress professionally at all times at the school. You should plan to arrive at school at least 15 minutes before your official start time or at the time that the school requires. You should stay at school until you have completed your duties for the day. You are expected to follow all rules and procedures. Make sure you ask about any routine drills (fire, earthquake, lock down, etc.) and be prepared to assume your share of duty should a drill occur when you are at school. If you wish to be treated like a teacher, act like one. Follow school rules and dress codes for teachers. Should you be ill and unable to go to school, make sure you follow the school's procedures for reporting absences. At a minimum, contact your mentor teacher.

Now's your time to shine. Before you begin your Clinical Practice, you need to know that teaching is very time consuming; it is not an 8:00 to 3:30 job! If you think you would like to have a job at the school where you are completing your Clinical Practice, you must go above and beyond the basic requirements. Administrators want to add team players to their roster and they are looking for teachers with energy and enthusiasm.

Intervention (Remediation) and Support

We know what it's like to be in the classroom for the first time. It can feel a bit intimidating and overwhelming. But, because of the solid foundation we have provided you in the previous modules of your program you already have a good head start on success. In addition, we have paired you up with a qualified, experienced mentor to support you each day of your clinical practice journey. You also have the benefit of your Module 8 instructor, who you will continue to interact with at least on a weekly basis. Those two individuals should serve as your "first line of defense" for all questions related to your teaching practice. If you are having problems with classroom management, lesson planning, lesson delivery, or any of the other skills required to be an effective teacher, we will help you. We want you to succeed, and we are here to support you. If need be, you may be placed on an intervention (remediation) and support plan. This plan will identify what you need to do to increase your effectiveness in specific areas. You may be provided extra mentoring by either a TEACH-NOW Virtual Mentor or a specialist at your school or district. Depending on the level of support needed, you may be asked to extend your practice teaching until you can demonstrate proficiency in all elements of the clinical evaluation rubric. In very rare instances, we may find it necessary to remove you from clinical practice. The intent here is not to punish or make things more difficult—quite the contrary. We want our candidates to finish the program ready for the classroom, and ready to make a positive difference in the lives of students.

Need More Information?

The Professional Preparation tab of the platform includes the *Mentor Handbook*, *Field Experiences and Clinical Practice Handbook*, Verification of Hours Form, Verification of Hours Tracking Sheet, video permission forms, and other documents related to your clinical practice, so check that source first. If you need to speak with someone, we would suggest reaching out to your TEACH-NOW instructor who can answer many questions. For specific questions about your placement, Clinical Officers can be contacted by writing: clinical@teach-now.com. If you need immediate assistance by telephone, our main office number (844-283-2246) is answered from 9:00 a.m. to 5:00 p.m. eastern time (i.e., Washington, DC, time). For technical support, call 844-383-2246 between 12:00 a.m. and 5:00 p.m. eastern time.