What are teacher candidates expected to do during the Cohort II Clinical Experience?
The Cohort II teacher candidate will support student learning across all content areas through the use of effective instructional strategies and targeted feedback, actively reinforce the use of academic vocabulary, and refine reflective practices by closely analyzing student progress toward grade-level competencies.

Support Learning in all Content Areas
Cohort II teacher candidates are expected to become familiar with the grade-level expectations in all content areas through the review of competencies, standards, and curriculum resources (digital and print). Teacher candidates will design and implement a small or large group learning experience in all four content areas (math, science, social studies, and language arts). The teacher candidates can also integrate content areas when designing lessons (PBL, Number Talks, etc.) Teacher candidates are also expected to assist students with technology tools, applications, and digital media, in order to support personalized learning and to enhance conceptual understanding. Furthermore, teacher candidates will demonstrate a growth mindset when interacting with students and when communicating student progress.

Support the Use of Academic Vocabulary
While facilitating collaborative discussions and/or providing content-specific feedback to students, Cohort II teacher candidates are expected to reinforce the use of academic vocabulary. Teacher candidates will intentionally scaffold vocabulary development in support of content area instruction.

Become a Reflective Practitioner
Teacher candidates in Cohort II are required to create and maintain a Field Journal throughout the semester. Each teacher candidate will purchase a composition notebook to take to the practicum setting for each scheduled visit. Journal set-up will be shared at the Cohort II Orientation.

The Field Journal will contain the following:
- Self-paced documentation of progress related to the Cohort II Field Experience Expectations
- Mentor lesson observation feedback
- Teacher candidate lesson reflections
- Anecdotal notes, data collection, data analysis
- Specific field-based assignments connected to the Cohort II courses
Support a Positive Learning Community

The teacher candidate is expected to reinforce the classroom expectations that have been established by the mentor teacher. The teacher candidate will assist with community-building activities.

Support Learning in ALL Content Areas

The teacher candidate is expected to assist and then facilitate learning in each of the content areas. Teacher candidates will demonstrate a growth mindset when interacting with students and when communicating student progress.

Support the Use of Academic Vocabulary

While facilitating collaborative discussions and/or providing content-specific feedback to students, the teacher candidate is expected to reinforce the use of academic vocabulary.

Become a Reflective Practitioner

The teacher candidate is expected to demonstrate the skills and dispositions of a reflective practitioner.

Encourage students to take an active role in learning new vocabulary words in all content areas.

When teaching in the upper elementary content areas, strategically include morphology practice and collaborative manipulation of meaningful word parts.

Analyze a small group of students over time, noting changes related to academic competencies and executive functioning skills.

Apply rubric criteria and/or competency scales to score student work.

Based on the careful analysis of student work, design and deliver differentiated instruction for an individual student or small group.

Interact with the professional staff to learn more about specific academic and/or executive functioning interventions.

Practice proactive classroom management strategies. Plan and facilitate Morning Meetings and encourage participatory behaviors.

Design and implement a small or large group learning experience in each of the four content areas or integrate content areas (i.e.: PBL).

Monitor progress and provide task-specific verbal and/or written feedback to students.

Monitor understanding and use of academic vocabulary.

Intentionally scaffold vocabulary development in support of content area instruction.

Field Experience Expectations for Cohort II Elementary Education Teacher Candidates

Support a Positive Learning Community

Reinforce classroom rules and school-wide procedures.

Become familiar with the grade-level expectations in all content areas through the review of competencies, standards, and curriculum resources (digital and print).

Assist students with technology tools, applications, and digital media, in order to support personalized learning and to enhance conceptual understanding.

Monitor understanding and use of academic vocabulary.

Encourage students to take an active role in learning new vocabulary words in all content areas.

When teaching in the upper elementary content areas, strategically include morphology practice and collaborative manipulation of meaningful word parts.

Analyze a small group of students over time, noting changes related to academic competencies and executive functioning skills.

Apply rubric criteria and/or competency scales to score student work.

Based on the careful analysis of student work, design and deliver differentiated instruction for an individual student or small group.

Interact with the professional staff to learn more about specific academic and/or executive functioning interventions.
How can mentor teachers support the development of Cohort II teacher candidates?

First of all, thank you for inviting our teacher candidate into your learning community! Your guidance is an invaluable part of our educator preparation program. At the completion of the Cohort II field experience, mentor teachers will receive a certificate that confirms 114 hours of professional development.

We would like our teacher candidates to experience the planning cycle as a reflective practitioner. There are many things that you can do to ensure a comprehensive field experience:

- Please provide access to grade-level/grade-band competencies, content-area standards, scoring rubrics, competency scales, anchor papers, etc.
- Feel free to treat the teacher candidate as a co-teacher; especially, when working with individual students and/or a small group. Allow the teacher candidate to preview an upcoming lesson, observe you teaching that lesson, and then invite the teacher candidate to assist you with that group. When the next group rotates to you, invite the teacher candidate to lead the learning under your close supervision.
- The teacher candidate is required to lead one learning experience in each of the content areas (mathematics, science, social studies, language arts) and/or integrate content areas, for a total of four lessons. Please see page 18 for feedback suggestions. As the teacher candidate leads the learning, please jot down lesson feedback in his/her Field Journal. If time allows, a verbal debriefing is strongly encouraged and appreciated.
- Include the teacher candidate in the review of student work in relation to the targeted competencies. Please share examples of verbal and written content-specific feedback and expect the teacher candidate to demonstrate a growth mindset when providing feedback to students. Encourage the teacher candidate to consider next steps for instruction.
- Encourage the teacher candidate to explore classroom technology and assist students with the tools and applications across all content areas. Discuss with the teacher candidate WHY technology is used in your classroom and HOW it enhances and/or personalizes learning.
- The next step in the teacher candidate's journey is full-time student teaching. Toward the end of this field experience, please feel free to have the teacher candidate plan and lead classroom routines. For example, teacher candidates can greet students at the door, lead Morning Meetings, facilitate lesson closure discussions, design a Number Talk, review classroom rules, post on the classroom blog, etc.
LESSON APPROVAL AND MENTOR FEEDBACK

LESSON APPROVAL PROCESS

Cohort II teacher candidates are required to design and teach four lessons during the field experience. Teacher candidates can use lessons from site-based curriculum resources, but the teacher candidate must provide UDL considerations in the margins of the lesson plan and submit the enhanced plan for review prior to teaching. Each lesson must be approved by the content-area professor and the mentor teacher prior to teaching the lesson. The mentor teacher and the professor must receive the proposed lesson 1 week prior to the scheduled date for teaching. If a professor or mentor teacher requires revisions to the lesson, those revisions must be completed and resubmitted 3 days prior to teaching. If a lesson is taught without prior approval, that could result in termination of the field experience.

MENTOR FEEDBACK

The mentor teacher will observe the teacher candidate during each of the four lessons and provide written feedback in the candidate's field journal. The mentor teacher is encouraged to provide general feedback and also feedback related to Universal Design for Learning (UDL) considerations.

GENERAL FEEDBACK

- Was the teacher candidate prepared to teach this lesson?
- What went well?
- What are some things to think about?

UDL CONSIDERATIONS

GOAL
- Did the teacher candidate share the learning goal with students?
- Did the teacher candidate connect this goal to prior learning?

METHODS
- Were the students engaged in this learning experience? Why?
- Were barriers to learning removed? How?

MATERIALS
- Did the selected materials support learners? How?
- Did intentional support exist to promote academic vocabulary acquisition?

ASSESSMENT
- Did the teacher candidate provide clear examples?
- Did the teacher candidate provide multiple avenues for students to demonstrate understanding?
- Did the teacher candidate provide targeted feedback?