

# Secondary School-Based Suggested Experiences

## Secondary School-Based Clinical Experience 1

Minimum of 30 field hours

### Classroom Hours

- Build respectful relationships:
  - Learn the student's names and pronounce them accurately
  - Adhere to the mentor's rules and routines
- Analyze the classroom culture and management structure:
  - Learn classroom routines and describe their purpose
  - Observe strategies to the teacher uses to refocus student attention
- Actively engage with students to elicit their thinking during independent work time or small group work
- Investigate the technology or equipment available in the building and practice using it
- Note when/how the mentor communicates relationships between facts and concepts

### Small Group Hours

- Work to establish respectful relationships with the students and consider how it impacts their learning
- Observe and adapt approaches to set up and manage small group work for the purpose of keeping students positively intellectually engaged
- Establish a professional vocabulary that allows you to speak with both students and colleagues competently
- Build questioning strategies that elicit student thinking and empower them to problem solve effectively
- Support students in identifying the resources (people, texts, websites) that best meet their learning needs

### Threads to consider across both settings:

- Motivation
- Metacognition
- Fact/Concept relationships
- Making sense of student work

## Secondary School-Based Clinical Experience 2

Minimum of 30 field hours

### Classroom Hours (minimum of 25)

- Build respectful relationships:
  - Learn the student's names and pronounce them accurately
  - Give positive and specific feedback to students where possible
- Analyze the classroom culture and management structure:
  - Learn classroom routines and describe their purpose and impact
  - Consider strategies to the teacher uses to refocus student attention or give feedback
- Practice explaining and modeling content (5-10 minutes). For example:
  - Giving directions
  - Setting up small group work
  - You teach/I teach
- Actively engage with students to elicit their thinking:
  - During independent work time or small group work
  - Collect an exit slip and review student's ideas about course content
  - Listen to student talk during unstructured time
- Investigate the technology or equipment available in the building and practice using it

### Flex Hours (5 hours)

- Interact across disciplines:
  - Observe students in their elective/specials classes
  - Attend building staff meetings
  - Shadow the media/technology specialist
  - Shadow the special education teacher
- Explore building culture and climate:
  - Attend/volunteer at an after school event
  - Make an appointment to tour the building with a school leader
  - Ask to attend a PTA meeting or a parent conference
- Engage in Professional Learning:
  - Attend professional development offered in the building/district
  - Participate in a book study with staff
  - Meet with the mentor teacher to discuss his/her Professional Learning Network (PLN)
- Interview your mentor to learn his/her decisions and strategies for:
  - Planning for and differentiating instruction
  - Reading student cues
  - Designing and implementing formative assessments
  - Evaluating instruction to make future decisions

## Secondary School-Based Clinical Experience 3

2-4 half-days weekly

### Classroom Hours

- Lead instruction weekly (High Leverage Instructional Tasks):
  - Explaining and Modeling Content
  - Aligning Texts and Tasks with Learning Goals
  - Formative Assessment
  - Eliciting and Interpreting Student Thinking
  - Leading a Group Discussion
- Analyze instruction:
  - Review instructional videos and artifacts
  - Make claims about your instruction supported with evidence
- Build professional practice:
  - Cultivate respectful relationships with students and colleagues
  - Skillfully integrate technology into your instruction
  - Work to effectively differentiate instruction
  - Accommodate and modify instruction as necessary for exceptional learners

### Flex Hours

- Interact across disciplines:
  - Mentor Teacher Lab
  - Student Teacher Lab
  - Plan with media/technology specialist or special education teacher
- Explore building culture and climate:
  - Attend building staff meetings
  - Attend/volunteer at an after school event
  - Attend a PTA meeting and a parent conference
- Engage in Professional Learning:
  - Attend professional development offered in the building/district
  - Meet regularly with your University Supervisor to enact his/her feedback
  - Meet with the mentor teacher to discuss his/her PLN
- Interview your mentor to learn his/her decisions and strategies for:
  - Planning for and differentiating instruction
  - Reading student cues
  - Designing and implementing formative assessments
  - Evaluating instruction to make future decisions