



Shifting the Clinical Experience Using Virtual Formats

PK-12 districts and universities across the nation are currently challenged with social distancing measures that are limiting and, in most cases, preventing deep, authentic, and job-embedded clinical experiences that we know to be one of the cornerstones of a candidates' effective preparation as a teacher. The resources that follow below are not meant to *replace* the critical clinical experiences we know are necessary for teacher preparation programs to provide to candidates, rather these tools and resources serve as approaches to augmenting the current reality being faced by educator preparation programs and candidates alike. There exists no singular solution and we recommend thinking how programs might use these tools in combination with other already existing resources or those below.

Lastly, we want to express that we see our current reality of shifting clinical experience development to online mediums as **an opportunity to consider and enact strong connections to coursework**. US PREP has championed change efforts to make coursework and clinical experiences deeply connected so that candidates are enacting the knowledge and skills from their coursework in their residency.

Online Clinical Experience Resources

Teacher candidates are able to experience a complete school year from beginning to end.

Observing in Virtual Schools

- There exist virtual schools that you may consider partnering with, especially if those virtual schools are being led by your local district partners.
- Consider how you might rotate cohorts through a virtual school over the next few weeks (and how to ensure you don't overwhelm the PK-12 school/district).

Resources:

Virtual Teaching

- You might consider how your candidates can leverage opportunities to teach in virtual schools if your partnering districts are creating those opportunities for PK-12 districts. It might include:
 - Candidate(s) joining the lesson and observing the mentor teacher,
 - Candidate(s) prepare their own lesson(s) that can be rehearsed and/or implemented with the class, and/or
 - Candidate(s) receive feedback on their lesson(s) and/or rehearsal/execution of the lesson

Resources:

Online Video Teaching Observations

- ❑ Online videos can provide candidates with an opportunity to view other teachers enacting the knowledge and skills with real PK-12 students.
- ❑ One may attempt to cater observations to content and grade-levels that match a candidates' future setting, though we recommend that the analysis and reflection focus more closely on the replicable strategies, skills, and then rehearsal/enactment/practice of those skills.

Resources:

- [T-TESS Calibration Videos and Scoring Sheets](#) (Free)
- EngageNY (Free)
 - [Video Albums](#)
 - [Full Video Library](#)
- [Massachusetts Department of Education](#) (Free)
- [Louisiana Believes](#) (Free)
- [National Board: ATLAS](#) (Membership fee)
- [Edutopia](#) (Free, embed code)
- [Teaching Channel](#) (Free)
- [The Learning Accelerator](#) (Free, embed code)
- [Annenberg Learning](#) (Free)
- [University of Louisville](#) (Free)
- [ASCD](#) (Free, embed code)
- [Responsive Classroom's on YouTube](#) (Free, embed code)
- [EL Education on Vimeo](#) (Free, embed code)
- [TeachingWorks High Leverage Practices](#) (Free)
- [University of Michigan: Teaching & Learning Exploratory](#) (Membership fee)
- [AARP Experience Corps](#) (Free, embed code)
- [Educational Impact](#) (Membership fee)
- [Colorin Colorado - Bilingual Classroom Videos](#) (Free)
- [Achieve the Core](#) - Video Library (Free)
- [Council for Exceptional Children](#) - SpEd (Free)

Candidates have the ability to employ co-teaching models and practice instructional strategies.

Online Learning Modules

- ❑ Online learning modules give candidates an opportunity to practice skills, sometimes in sequence or isolation, and allow for self-analysis.
- ❑ Consider creating a menu of options for candidates based an alignment to the skills of focus in your course or the instructional rubric in their placement site/university

Resources:

- [TLAC Online](#)
- [GoReact](#)
- [TeachingWorks High Leverage Practices](#)
- [Sanford Inspire](#) (30-60 minute online modules with built in assessments)
- [UNC Online Toolkit for supporting students with Autism](#)

Simulation Practice

- Some vendors have tools that allow you to select/create/customize simulations for candidates., creating a virtual reality environment to practice in. Course instructors select which scenarios and the ratings (based on your instructional framework/rubric) needed in order to pass that assessment.

Resources:

- [Mursion](#) (this tool is not free)

Peer-to-Peer Coaching and Feedback

- Candidates upload a video of a skill of focus in order to drive competence for both themselves and those viewing. Candidates then receive feedback and/or comments from a peer/fellow classmate.
- Many online mediums/platforms could be used to facilitate this.

Resources:

- [Bridge Practice](#)
- [YouTube](#) (upload as “unlisted”)
- [Vimeo](#)
- Canvas (institution specific)
- Blackboard (institution specific)
- SWIVL
- Google

Candidates are evaluated by a supervisor or faculty member and mentor teacher who have been trained/calibrated on the teacher candidate evaluation tool on their practices.

Teacher Educator Pedagogies

- TeachingWorks has put together resources and tools around best-practices for Teacher Educators in supporting and developing candidates. Some of these teacher educator practices focus on leveraging online/virtual formats.

Resources:

- [Teacher Education Pedagogies from TeachingWorks](#)
- [Rehearsal and Rehearsal-like Pedagogies Overview from TeachingWorks](#)

Video of Self - Observation, Analysis, Reflection and/or Rehearsals

- Candidates either observe and analyse previously taken video footage of themselves or take new footage. This process might entail the following key elements:
 - Observe self,
 - Analyze and reflect,
 - Capture rehearsal/practice of focused skill/strategy,
 - Rehearsal/Practice video is viewed by teacher educator (Site Coordinator/Field Supervisor) and feedback provided

Resources:

- [Torsh](#)
- [Whetstone](#)
- [Swivl](#)
- [GoReact](#)

Video of Others - Observation, Analysis and Reflection

- ❑ Candidates observe and analyse either previously taken video footage of their mentor teacher (or other). This process might entail the following key elements:
 - ❑ Observe mentor teacher/experienced teacher,
 - ❑ Analyze and reflect,
 - ❑ Capture rehearsal/practice of observed focused skill/strategy,
 - ❑ Rehearsal/Practice video is viewed by teacher educator (Site Coordinator/Field Supervisor) and feedback provided

Resources:

- [See video resources “Online Teaching video Observations” section above](#)

Additional Resources

PK-12 Resources

PK-12 Resources

- ❑ Many teacher preparation programs and PK-12 districts across the nation have worked to develop online PK-12 curriculum resources and tools for educators.

Resources:

- [Arizona State University Sun Devil Learning Labs \(grade-specific\)](#)
- [Arizona State University Pk-12 Resources for Families](#)

General Resources

Partner Resources

- ❑ Like US PREP, many other organizations have developed resources to support Local Education Agencies, State Education Agencies, and Educator Preparation Programs as they shift their programming as a result of the COVID-19 pandemic. You can find some of those resources in the list below:

Resources:

- [Education First - Preparing Student Teachers During the Transition to a Virtual Learning Environment](#)