



ASSOCIATION OF TEACHER EDUCATORS

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ATE Clinical Experience Standards Webinar Series

The Association of Teacher Educators is pleased to host a series of webinars over the coming year (2024-2025) focused on the third edition of ATE's Clinical Experience Standards. The standards provide comprehensive guidelines for preparing teachers in their clinical experiences, such as student teaching. Each month these webinars will focus on different standards, covering all eleven standards by Spring 2025. Registration is required to participate. The webinars are one hour in duration and will be held the following dates/times:

Part II: Standards 3 through 6

January 2025 Webinar:

Standard 5: Communication

Communication recognizes and values the importance of interaction among school-based teacher educators, university-based teacher educators, school and district leaders, and program, college, and university leaders are accessible to all and is inclusive of diverse voices and multiple perspectives. Communications ensure the operations and sustainability of high-quality clinical experiences.

When: Wednesday, January 29, 2025, 03:00 PM EST

Sign Me Up! | [Registration Link](#)

February 2025 Webinar:

Standard 6: Resourcing, Review and Renewal

Resourcing, Review, and Renewal ensures that clinical experiences have the necessary supports to meet state standards for teacher licensure and national guidelines for high-quality, clinically based teacher preparation. It also requires systematically and intentionally gathering data, critically reflecting on those data, assessing progress, setting goals, and continuously improving clinical experiences to support teacher candidate learning.

When: Wednesday, February 12, 2025, 03:00 PM EST

Sign Me Up! | [Registration Link](#)

April 2025 Webinar:

Standard 7: Clinical Educator

Clinical Educators describes the key role school- and university-based teacher educators play in the clinical preparation of teachers. This standard attends to the knowledge, skills, and dispositions clinical educators need to address diversity, equity, inclusion, and belonging. This standard describes parity in the selection, preparation, and ongoing professional learning of clinical educators.

When: Wednesday, April 23, 2025, 03:00 PM EST

***Sign Me Up!* | [Registration Link](#)**

Standard 8: Seminar

Seminars during clinical experiences are designed to establish an environment for support and professional learning. They provide opportunities for ongoing observation and critical reflection about philosophy, theory, challenges faced, and systemic barriers that contribute to or affect student learning.

Standard 9: Clinical Coaching and the Formative Assessment of Teaching

Clinical Coaching and the Formative Assessment of Teaching serves as the function of supporting teacher candidate learning in the clinical experience. It entails the processes, practices, tasks, and activities necessary to teach about teaching in clinical experiences. Effective clinical coaching uses a variety of tools to engage teacher candidates in data-driven conversations to critically reflect on and inquire into the improvement of their practice. Clinical coaching is developmental, addressing teacher candidates' needs and being responsive to those needs to support their learning. It requires an extensive knowledge base and skill set to effectively support teacher candidate learning. Clinical educators encourage risk taking and experimentation by problematizing teaching. Clinical coaches must have the tools to execute, model, and embody values of diversity, equity, inclusion, and belonging. They regularly meet with their teacher candidates to discuss teaching and to engage them in regular coaching cycles to support them in becoming profession ready. Clinical coaching is a formative process, distinct from teacher candidate evaluation addressed in Standard 10.

Standards 10: Teacher Candidate Evaluation

Teacher Candidate Evaluation occurs at multiple levels, is developmentally appropriate, encompasses the responsibilities of being a beginning teacher, includes the voice of the teacher candidate, school-based teacher educator, and university-based teacher educator, aligns with state and national standards, and supports candidate growth over the course of their program and assesses the teacher candidate's dispositions, attitudes, and efficacy for diversity, equity, inclusion, and belonging.

Standards 11: Virtual Supervision

Clinical experiences that incorporate virtual supervision will adhere to best practices in the ethical implementation of virtual supervisory techniques.

View Previous Webinars Held | Part I

Standard 1: Collaboration

Collaboration involves school and university partners coming together to engage in joint decision making for shared responsibility of clinical experiences and shared problem-solving for conflict resolution in clinical experiences. Collaboration should be embedded throughout all aspects of clinical experiences and should embrace the concepts of diversity, equity, inclusion, and belonging. Meetings should occur among and between school-based teacher educators, university-based teacher educators, and school and district leaders. Meetings should also be data-based and solutions-driven.

View Recorded Session | [Standard 1 Collaboration Session held May 15, 2024](#)

Standard 2: Coherence

Coherence ensures that views, perspectives, and philosophies of those engaged in clinical experiences embrace diversity, equity, inclusion, and belonging; aligns research, theory, and practice to ensure clinical experiences are research-based; and connects methods, foundations, and clinical coursework to create meaningful content, tasks, and activities in clinical experiences.

View Recorded Session | [Standard 2 Coherence Session held May 29, 2024](#)

Standard 3: Organization of Clinical Experience

Organization of Clinical Experiences involves arranging clinical experiences in such a manner that they meet teacher candidates' developmental needs in learning to teach. It means organizing clinical experiences so that teacher candidates have placements with extended experiences in schools, working with diverse school populations to ensure experience with different age levels, racial and ethnic groups, socioeconomic backgrounds, language and linguistic skills, and abilities and exceptionalities.

View Recorded Session | [Standard 3 Organization of Clinical Experience Session held October 9, 2024](#)

Standard 4: Quality Placements

Quality Placements mean collaborating to identify, select, and assess partnership schools; having sustained and supportive school leadership as well as a cadre of qualified school-based teacher educators; creating an inclusive and supportive environment that fosters teacher candidate learning in schools; considering teacher candidate needs when placing them in partnership schools, and involving teacher candidates and school-based teacher educators in matching teacher candidates to their assigned classrooms for their clinical experiences.

View Recorded Session | Standard 4 Quality Placements Session held November 6, 2024

The Association of Teacher Educators invites educators, administrators, policymakers, and stakeholders to access the newly revised Standards for Clinical Experiences and the Continuum for Clinical Experience Standards through the ATE website.

For more information and to access the standards, visit: <https://www.ate1.org/standards.html>.

A direct link to the Progress Continuum can be found at: https://www.ate1.org/uploads/1/4/5/7/145746398/ate_progress_continuum.pdf

About the Association of Teacher Educators: The Association of Teacher Educators is dedicated to the effective preparation of teachers and the development of effective teacher education programs. With a history spanning over a century, ATE is committed to promoting excellence in teacher preparation and advancing the profession of teaching.

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