Clinical Teacher Training
Guide

Introduction & Key Terms:

Student teaching is the culminating activity for all teacher preparation programs in the College of Education at Augusta University. Successful completion of this experience is required of all undergraduate and graduate teacher candidates seeking a degree and initial certification in a teacher preparation field. In this experience, a Student Teacher spends an entire semester working with a Clinical Teacher in a classroom setting. At the end of the semester, the Student Teacher should demonstrate the prerequisite skills required of an entry level teacher. In many cases, the student teacher will be assigned to the Clinical Teacher for field experiences during the semester preceding student teaching.

The student teaching experience is designed to utilize the experience of the Clinical Teacher. The Clinical Teacher models teaching, planning, and evaluation for the Student Teacher. The clinical teacher is continually involved in working with the Student Teacher as a coach, guide, co-teacher, and facilitator of learning while providing critical feedback and evaluation.

The following are some key terms used by the College of Education to define the participants in the student teaching experience:

- **Student Teacher:** A Teacher Candidate seeking initial certification at the undergraduate level or at the graduate level through the MAT program. The graduate MAT Teacher Candidate may be employed or unemployed.
- **Clinical Teacher:** For an unemployed Teacher Candidate this is a teacher assigned by the Department of Teaching & Leading. The student teaching experience is completed in the Clinical Teacher’s classroom. For an employed MAT Student Teacher, the Clinical Teacher is assigned by the employed Student Teacher’s administration or chosen by the employed Student Teacher and is often located elsewhere in the building. (See requirements on the Partner School Network website: [http://www.augusta.edu/education/tal/pds.php](http://www.augusta.edu/education/tal/pds.php).) All Clinical Teachers must have successfully completed the Clinical Teacher Online Training located on this website.
- **University Supervisor:** The person hired by Augusta University to supervise Student Teachers.
- **Partner School Network (PSN):** Partner schools are collaborators with Augusta University in preparing pre-service teachers for their teaching careers. For a list of PSN schools see the PSN Directory located on the website above. Undergraduate Student Teachers are always placed in Partner Schools. Graduate Student Teachers who are not employed are also placed in PSN Schools. Graduate Student Teachers who are employed may student teach in their classroom provided they are teaching in the content area in which they are becoming certified and also that the school is located within a 50 mile radius of Augusta University.
- **Building Coordinator:** This person serves as the liaison between Augusta University and the school. This person is only present in the Partner School Network.


**The Primary Responsibilities of Clinical Teachers:**

Lesson Evaluations are crucial and should authentically reflect the progression of the Teacher Candidate’s teaching abilities. These lesson observations should be documented and shared with the Student Teacher as soon as possible after the observation is done.

A minimum of 6 lesson evaluations are done. The Clinical Teacher must complete at least 3 of these (but may complete all 6). Building administrators or instructional coaches may complete the other 3. At least three of the six must be completed before midterm. The Clinical Teacher must use an Augusta University Lesson Evaluation Form. Lesson Evaluation Forms can be found on the Clinical Teacher’s page of the Teacher Education website at: [http://www.augusta.edu/education/tal/clinical-teacher.php](http://www.augusta.edu/education/tal/clinical-teacher.php). Building administrators or instructional coaches may use whatever evaluation they would normally use when evaluating their teachers.

The Clinical Teacher will complete a midterm evaluation of the Student Teacher. All evaluations are completed through Chalk & Wire. An e-mail will be sent to the Clinical Teacher prior to the deadline for submission of the midterm evaluation. The midterm evaluation should be completed, submitted, and discussed with the Student Teacher prior to the midterm conference.

It is important that the Clinical Teacher notify the University Supervisor after the first tardy or absence. A tardy is defined as arriving late or leaving early. Missed time must be made up and properly documented on the Student Teacher’s time sheet. If a Student Teacher is absent four days, he/she will be removed from Student Teaching. Student teachers are allowed to attend two job screenings or interviews without making up missed time, provided they come to school either before or after the interview.

A midterm conference will be held and attended by the Clinical Teacher, the University Supervisor, and the Teacher Candidate. This conference is critical in determining if the Student Teacher is passing or failing at midterm. Conferences are held in the school. Dates will be arranged by the University Supervisor.

The Student Teacher must submit lesson plans prior to teaching. Lesson plans may be prepared in any form that is agreed upon by the Clinical Teacher and the Student Teacher. (The only exception is the lesson plan template which is required for edTPA.) The Clinical Teacher will review all lesson plans before they are taught. The Clinical Teacher should set deadlines for the submission of lesson plans.

It is helpful if the Clinical Teacher establishes a daily debriefing time to communicate with the Student Teacher. Communication between the Clinical Teacher and the student teacher as well as between the Clinical Teacher and the University Supervisor is crucial. At the first sign of any problem, the Clinical Teacher should immediately contact the Building Coordinator (if there is one in the school) and the University Supervisor. If significant problems arise during the semester, an intervention can be requested at any time by the Building Coordinator, the Clinical Teacher, a school administrator, or a University Supervisor.
The Clinical Teacher will also complete a final evaluation. Again, a link will be sent via e-mail and this evaluation will be completed in Chalk & Wire prior to the final conference. The final evaluation should reflect a candidate who is teaching and reflecting with consistency.

The Clinical Teacher is not required to attend the final conference unless the Student Teacher has experienced difficulty in the second half of the semester.

Detailed information for the Clinical Teacher regarding all aspects of student teaching can be found at: [http://www.augusta.edu/education/tal/clinical-teacher.php](http://www.augusta.edu/education/tal/clinical-teacher.php).

**General Student Teacher Requirements:**

Student Teachers who have been placed in a school, are expected to independently teach full-time a minimum of 10 days during the semester. Five of those 10 days must be consecutive. During these 10 days, the candidate is expected to perform all duties including planning, teaching, testing, communicating with parents, and grading (under supervision). Clinical Teachers should leave the classroom during the course of the independent teaching time so that teacher candidates may better appreciate the full responsibility of teaching. It is of course appropriate and expected that the Clinical Teacher will occasionally check on student teachers, evaluate lessons, work with teacher candidates, etc. The Student Teacher should take over the planning of each subject or class as he/she begins teaching that subject or class. During the first two weeks of the semester, the Clinical Teacher and the Student Teacher should establish a tentative schedule for taking over classes and duties. Please note that 10 days is a minimum for independent teaching. Student teachers may certainly be given additional independent teaching time if a Clinical Teacher is willing. Co teaching is encouraged to continue after the independent teaching period is completed.

The Student Teacher is expected to participate in everything the Clinical Teacher does unless he/she is asked not to participate. Examples include but are not limited to RTI meetings, IEP meetings, bus or car duty, lunch duty, faculty meetings, PTO events, school carnivals, field trips, or Professional Development activities. Please note that a certified teacher must be present at all times at recess. Student Teachers are not allowed to supervise recess independently for liability reasons.

The following list is an overview of some of the Teacher Candidate requirements during student teaching:

- Document attendance at school and electronically.
- Prepare an introductory letter to parents and document at least one other form of parent contact.
- Complete a midterm and final self-evaluation.
- Plan, teach, and evaluate a 3-5 day learning segment for edTPA. (This requires videotaping of instruction.)
- Submit an electronic portfolio.
- Attend mandatory seminars.
- Complete a professional growth plan.

In addition to the requirements above, Student Teachers are expected to demonstrate competency in the INTASC standards and dispositions expected by the Augusta University College of Education. These can also be found on the Clinical Teacher website.

**Differences in Undergraduate/Graduate Student Teaching Requirements**

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<th>Undergraduate</th>
<th>Graduate</th>
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<td>Degree Received</td>
<td>Bachelor of Science in Education</td>
<td>Master of Arts in Teaching</td>
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<td>Days Required</td>
<td>75 days plus 10 days beginning of year experience</td>
<td>75 Days (Minimum of 600 hours)</td>
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<td></td>
<td>Total of 85 days (minimum of 680 hours)</td>
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<td>PSN School</td>
<td>Yes</td>
<td>Unemployed students only</td>
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Thank you for agreeing to be a Clinical Teacher. The success of our teacher candidates depends on the time and energy you dedicate to modeling best practices and providing feedback and assistance to them throughout the program. We couldn’t do it without you!

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