

Clinical Teacher's Guide to Supervision of Student Teachers

**Note: Clinical Teachers must pass a *Clinical Teacher's Training Online Test* to supervise student teachers. *All Clinical Teachers* must have taken and passed the required test *before* serving as a Clinical Teacher.

Information for the Clinical Teacher can be found at: <http://www.augusta.edu/education/tal/clinical-teacher.php>.

Important Terms:

- **Field Experience Coordinator:** Jackie Creasy-Coordinates student teaching experiences at the elementary, middle and secondary levels for both graduate and undergraduate candidates. The chain of command is to communicate problems with the University Supervisor first and then the Field Experience Coordinator (if necessary).
- **University Supervisor:** The Augusta University person hired to supervise teacher candidates.
- **Partner School Network:** Partner Schools are collaborators with Augusta University in preparing pre-service teachers for their teaching careers.
- **Building Coordinator:** This person serves as the liaison between Augusta University and the school. University Supervisors should meet with them every time they visit the school.
- **Clinical Teacher:** A classroom teacher who has been assigned by the Department of Teaching & Leading to supervise the student teaching experience. These teachers have been recommended by their administrator and other teachers and have been approved through Augusta University.
- **Student Teacher:** Teacher candidate who will complete time in a Clinical Teacher's classroom under his/her supervision (or who may be employed in the case of some graduate students).

General Requirements for Clinical Teachers:

Getting Started:

- View a training video on edTPA and on co-teaching. A short assessment follows each. Detailed information will be sent to the teacher when student assignments are made.
- Review all the information and become familiar with all the forms used.
- **Be familiar with the *Student Teaching Syllabus*** found on the website. (Graduate and undergraduate students have different attendance requirements.)
- Review "The Role of the Clinical Teacher" on the Clinical Teacher Website.
- Clinical Teachers need to complete the ***Clinical Teacher Payment Form*** and send it to Tammie Vickrey (tvickrey@augusta.edu) for stipend payment.

Observations/Evaluations

- Clinical Teachers are asked to do a **minimum of 6 lesson observation evaluations** (unless the student teacher is employed – see below), complete a **Midterm** and **Final Evaluation** and be available for a **midterm conference** with the teacher candidate and the University Supervisor.
- **Lesson Evaluations of teacher candidate**-The Clinical Teacher formally observes the student teacher using the **AU Lesson Evaluation Form for Student Teachers** on the AUGUSTA UNIVERSITY Clinical Teacher website. A minimum of 6 observations are required. If the student teacher is employed the Clinical Teacher **must** complete at least 3 of these lesson evaluations. The other 3 can be completed by an instructional coach or building administrator. (The clinical teacher may certainly do all 6.) **Three lesson evaluations must be completed by the Augusta University midterm date.** (Lesson evaluations completed by school administrators can be done on the forms normally used by the administration. AU forms are not required.)
- **Lesson Evaluations** are crucial and should **authentically reflect** the candidate's teaching in order to determine midterm and final evaluations and the final pass or fail grade. Students need constructive feedback in order to learn.

MIDTERM/FINAL

Midterm & End of the Semester Expectations:

***Midterm is a crucial meeting to determine whether the teacher candidate is passing or failing!**

- Clinical Teachers will meet with the University Supervisor and the Student Teacher for a midterm evaluation conference. Midterm meetings will be held at least one week prior to the AUGUSTA UNIVERSITY midterm date. Meeting times and dates are usually arranged through the Building Coordinator.
- A **Midterm Evaluation of the Teacher Candidate** using the **Georgia Intern Keys Effectiveness System and the Professional Behaviors and Dispositions Assessment** should be completed by the Clinical Teacher one to two weeks before the midterm date and prior to the midterm conference. The University Supervisor will provide you with the deadline date. Both instruments are completed online through Chalk & Wire. You will receive an email providing you with the link to the evaluations prior to midterm. The Clinical Teacher and teacher candidate meet beforehand to discuss evaluations thoroughly. Midterm Evaluations will be shared with the AU Supervisor before midterm.
- **Final Exit Conferences** will be scheduled at the end of the semester. The Clinical Teacher's attendance is optional. The Clinical Teacher's **Final Evaluation** (using the **Georgia Intern Keys Effectiveness System and the Professional Behaviors and Dispositions Assessment**) should be submitted and discussed with the candidate before Final Exit Interviews are held.
- **Interventions** with the Student Teacher can be requested by the Clinical Teacher, Building Coordinator, Principal, or University Supervisor at any time. Please see the Augusta University Teacher Education website for the **Intervention Plan**.

General Requirements for Student Teachers:

- Professional dress is expected of the Student Teacher at all times. Student Teachers are permitted to wear jeans only when Clinical Teachers are allowed to and following the same guidelines that Clinical Teachers are required to follow.
- Student Teachers must prepare and send home a **letter to parents** introducing themselves. The Clinical Teacher and/or principal must approve the letter according to the assigned schools' policy. The Student Teacher may **not** use his/her personal e-mail or phone number as contact information in this letter. The school's phone number and Clinical Teacher's e-mail must be used.

Teaching:

- Student teachers should gradually assume co-teaching responsibilities with their Clinical Teacher and continue throughout the semester. The schedule for taking over classes should be determined by the Clinical Teacher and the student teacher and will vary based on each individual situation. Student teachers should take on their first class no later than the second week of the semester and slowly take on classes until they are co-teaching the full load of classes.
- 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.
- Teacher candidates may occasionally cover a class at the discretion of the administrator but cannot be paid as a substitute teacher. For liability reasons elementary candidates may not supervise children by themselves at recess. A certified teacher must be present at all times with the student teacher candidate if they are helping with recess duty.
- Elementary teacher candidates assigned a "Block Class" that only covers one or two content areas will complete the majority of their experience in that classroom where they will plan, teach and implement all student teaching requirements. When the required three weeks' experience is finished then the student teacher will either follow their homeroom for a week teaching those content areas not taught previously or teach one week in each content area (not already taught) in another classroom.
- **See "Suggested Schedule/Activities for Student Teaching" on the student teaching website for a suggested implementation timeline.**

Lesson Plans:

- **Daily Lesson plan formats** will vary and may be prepared in any form agreed upon by the Clinical Teacher and Student Teacher, but must be prepared for every class taught by the candidate. We suggest Student teachers use the format the Clinical Teacher uses (unless they are asked to create more detailed plans) on a daily basis. However, Student teachers must use the detailed lesson plan format when teaching the edTPA assignment. **Lesson Plans** must be submitted and approved by the Clinical Teacher prior to teaching. We require this to be done a minimum of 3 days before teaching. However, this deadline can be extended at the teacher's discretion. Student teachers should be involved in lesson planning with the teacher, the grade level, and **independently** to authentically experience the process, however the candidate is ultimately **responsible for planning and preparation as she/he teaches each subject**. Student teachers are expected to plan, modify, teach and reflect on their experiences. University Supervisors will review lesson plans as often as they wish, but certainly on the days they observe the student teaching. **Lesson Plans should be available on the teacher desk at all times for the Supervisor to look at while observing in the classroom.**

edTPA assignment

- The teacher candidate will be asked to develop and teach 3 to 5 lessons of connected instruction. Student teachers will need to provide artifacts and commentaries on 3 or 4 tasks related to these lessons: Planning, Instruction, and Assessment. Artifacts include lesson plans, instructional and assessment materials, video clips of the teacher candidate's teaching and student work samples. Commentaries describe the artifacts, explain the rationale behind the candidate's choice of these artifacts and give the student teacher's reflection on his/her teaching practice and students' learning. It will be evaluated on the planning, instruction and assessment as well as the candidate's ability to effectively analyze his/her teaching and use of academic language.

Initial Certification Portfolio

- Student teachers are expected to add to their Initial Certification Portfolio by collecting, analyzing, and reflecting on a variety of data they have gathered from their teaching experience in order to demonstrate the mastery of the INTASC standards.

Teacher Education Attendance Policy:

- *Student teachers* are required to document their attendance including the beginning of the year 10 day experience for undergraduate students. (Not required for MAT graduate candidates.) All students must document the date, time arrived, and time left for each day of their experience. There are no excused absences and they must make up any time missed. Undergraduate students must document a minimum of 10 full days for the Beginning of the Year experience and a minimum of 75 full days for the 75 consecutive day student teaching experience for a minimum total of **85 days (680 hours)**. Graduate (MAT) student teachers must document a minimum of **75 consecutive days (600 hours)**.

Students must complete the required number of days even if they have more than the required hours.

- Candidates are required to be in their respective schools for the number of days specified for their program. If a candidate is absent or tardy (arriving late or leaving early) they must immediately contact their school and Clinical Teacher and then e-mail their University Supervisor. **There are no excused tardies or absences so teacher candidates must make up all accumulated absences and/or tardies. Teacher candidates' tardies can be made up with extra hours but absences must be made up by adding the missed days to the end of the student teaching experience.** If a candidate is absent four days, they will be removed from Student teaching. Please contact the University Supervisor after the *first* absence or tardy to ensure we are informed of attendance issues immediately.
- Teacher candidates are expected to be on time at the start of the school day and observe the same number of hours as a full time teacher. This includes participation in faculty meetings, parent conferences, PTO events, etc. They are expected to attend anything their Clinical Teacher attends (unless they don't have permission to do so).
- Attendance at mandatory seminars held during the school day by Augusta University will count as professional development for the Student Teacher and will not require them to make up the hours.
- Teacher candidates are allowed to attend 2 county job screenings without having to make that time up. However, candidates are required to report to their assigned school either before and/or after to minimize the amount of time out of the classroom (depending on the time of the screening). If a candidate wishes to attend more than two county job screenings then they may do so but will need to make up the time.