

Guide
for
Clinical Supervisors

Role of the Clinical Supervisor

Student Teachers are supervised by a member of the Roger Williams University Faculty who serve as the link between the classroom placement and the university. The Clinical Supervisor and the Cooperating Teacher share responsibility for their student's professional development. Clinical Supervisors observe the Student Teacher's work with children, families, key professionals and para-professionals with whom they work. The Clinical Supervisor provides ongoing feedback and suggestions to the Student Teacher.

In addition, the Clinical Supervisor provides the student a third party with whom to process events. The supervisor helps the Student Teacher use classroom observation and college courses to sort out experiences and develop an emerging teaching style and philosophy of education.

The Clinical Supervisor conducts seminars with their group of Student Teachers throughout the course of Practicum and Student Teaching. The seminars are devoted to specific topics so as to insure that all students have access to the same Level III curriculum. Some topics are presented in whole group format while others are discussed in small groups under the direction of the Clinical Supervisor.

Practicum seminar topics are:

1. Expectations for the semester
2. How do contextual factors influence teaching and learning? (RIPTS 3, 4)
3. How do we develop a positive learning environment? (RIPTS 6)
4. School and Community tour. (RIPTS 3, 4, 7, 10, 11)
5. How do we plan effectively for the short and long-term?
6. What is good teaching? (RIPTS 3, 4, 5)
 - a. Developing instructional opportunities that differentiate instruction and reflect and encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.
7. How do we know when students are learning? (RIPTS 9)
8. How do I develop as a professional? (RIPTS 7, 10, 11)
 - a. Reflective practice
 - b. Working with colleagues and parents
 - c. Professional development opportunities
 - d. Goal setting for student teaching

Student Teaching seminar topics are:

1. RIDE Initiatives
2. Responsive Classrooms
3. Looking at Student Work
4. Differentiating Instruction
5. English Language Learners
6. Professional Portfolios
7. Teaching Events Review
8. Mock Interviews, Job Search

During **Practicum**, Clinical Supervisors make a minimum of three visits to the placement to include three formal observations and three three-way conferences. With each visit the Student Teacher should assume increasing classroom responsibilities. A logical progression of visits might be:

1. An initial visit to meet the Cooperating Teacher and become familiar with the school.
2. An early visit when the student is assisting in the classroom, as directed by the Cooperating Teacher.
3. One or two mid-way visits as the student takes on increasing responsibility for planning and implementing learning activities which could include the curriculum unit or project.
4. A final visit when the Student Teacher has primary responsibility for running the classroom as part of the teaching team.

During **Student Teaching**, Clinical Supervisors make a minimum of five visits to the placement with three formal observations. With each visit the Student Teacher should assume increasing classroom responsibilities. A logical progression of visits might be:

1. Discuss plans for the initial stages of student teaching and how the Student Teacher can build on the Practicum experience.
2. Conduct an observation and three-way conference within the first five weeks of the semester.
3. Conduct the second three-way conference at mid-semester.
4. Additional observations and three-way conferences to include the Teaching Event and solo takeover of the class.

5. Conduct the final three-way conference and final evaluation meetings.

Student Teachers and Cooperating Teachers can expect the Clinical Supervisor to provide information about:

1. Observation Techniques including the 3-way conference and the use of the Collaborative Assessment Log as an evaluative tool,
2. The Rhode Island Professional Teaching Standards (RIPTS) and the Professional Teaching Competencies,
3. Curriculum course assignments and suggestions about the role of the Cooperating Teacher in completion of the assignments,
4. Semester overview and calendar,
5. A copy of the seminar syllabus for Practicum and Student Teaching,
6. Models, expectations, or rubrics to provide the student's criteria for course requirements,
7. Student teacher responsibilities,
8. College policies and expectations for the student.

Although Clinical Supervisors have their own styles and unique ways of carrying out semester plans, some general responsibilities of the supervisor are to:

During Practicum and Student Teaching:

1. Become familiar with the setting and instructional practices of the Cooperating Teacher and Student Teacher by making a minimum of three visits to the classroom during the Practicum experience and five visits during Student Teaching.
2. Provide the Cooperating Teacher and the Student Teacher with necessary information regarding the student's assignments and program expectations.
3. Provide the Cooperating Teacher with all necessary forms and information regarding the program and procedures.
4. Provide the Student Teacher with a syllabus delineating all necessary forms, due dates, and information regarding the program and procedures.

5. Observe the Student Teacher's work with children.
6. Meet with the Student Teacher or Cooperating Teacher alone as often as necessary during the semester. Cooperating Teachers should feel free to call the supervisor with questions that arise regarding clarifications of expectations or if help is needed in providing direction for the Student Teacher. The Clinical Supervisor should share contact information with the Cooperating Teacher.
7. Be responsible for the assessment of the completed documents submitted by the student throughout Practicum and Student Teaching.
8. Be responsible for conferring with the Cooperating Teacher and Student Teacher in order to award the final letter grade at the conclusion of Practicum and a pass/fail grade for the Student Teaching experience.
9. Assess the overall field experience provided by the site.
10. Given the opportunity to comment on the partnership with the Cooperating Teacher.
11. Provide opportunities for Cooperating Teachers to suggest program revisions and additions.

During Practicum:

1. Three lessons must be taught by the Student Teacher and observed by the Clinical Supervisor. The first two lessons are co-taught and the third is taught by the Student Teacher alone. The Clinical Supervisor may co-teach one of the two lessons with the Student Teacher.
2. Schedule three three-way conferences with the Cooperating Teacher and the Student Teacher.

During Student Teaching:

1. Three formal lessons must be taught by the Student Teacher, observed by the Clinical Supervisor, and discussed using the 3-Way conference format and Collaborative Assessment Log.