

Role of the Clinical Educator

Practicum and Student Teaching are the time for engagement in teaching experiences in a supportive environment with the guidance of School of Education faculty and public/private school professionals. The role of the school-based Clinical Educator is the most critical factor relating to the success of the teacher candidate. Research indicates that the school-based Clinical Educator has the greatest and longest lasting influence on not only the student teaching experience, but also the aspiring teacher's growth and development long after student teaching has ended.

This responsibility is a highly significant one for which the School of Education is very grateful. The Teacher Educator's commitment of time, knowledge, and teaching skill makes this collaboration possible. Teacher Candidates have completed prerequisite courses and experiences and are ready to assume the responsibilities of the teacher gradually.

General Expectations and Responsibilities

Professional Responsibilities

- ☐ Develop knowledge as a mentor and teacher educator.
- ☐ Attend the yearly Co-teaching Workshop conducted by Roger Williams University
- ☐ Complete evaluation forms for each teacher candidate, as well as mailing or submitting forms and confidential documents to the RWU Clinical Educator.
- ☐ Become familiar with the student's seminar assignments for Practicum and Student Teaching so as to assist the teacher candidate in achieving the goals of the classes.

Assist the Teacher Candidate to Become Part of the School Community

- ☐ Supply the teacher candidate with materials necessary to instruct in various curriculum areas. This should include but not be limited to instructional manuals, pacing guides, and curriculum guides.
- ☐ Provide the teacher candidate with his/her own work space (preferably a teacher's desk) and a safe place to store their personal belongings
- ☐ Introduce the teacher candidate to faculty members including support and resource staff available in the school.
- ☐ Introduce the teacher candidate to the classroom management system(s) that are in place and explain how they fit into the larger school behavioral expectations.

- ☐ Review established safety protocols/policies such as fire drills, school map, visitors, volunteers, dismissal procedures, tardy/dismissed students with the teacher candidate.

Co-teaching Responsibilities

- ☐ Select a time to share in daily preparation. Establish a regular weekly meeting schedule to discuss participation, review lessons, review evaluations, assign activities, discuss students, and develop a weekly plan.
- ☐ Assist the teacher candidate in developing a system to record short-term and long-term plans, assessments, and other key documentation.
- ☐ Provide learning opportunities in the first week to include one-on-one instruction, small group instruction, whole class instruction, lesson plans, attend meetings, assess student performance, become familiar with the classroom technology, and display student work.
- ☐ Develop a co-teaching, teamwork approach with the teacher candidate.
- ☐ Use a Standards-Based approach to teaching while embedding “Best Practice” methodologies.
- ☐ Provide opportunities to model and articulate teaching practices.
- ☐ Provide opportunities for the teacher candidate to conduct focused observations on specific issues, questions, and/or students which are debriefed.
- ☐ Review and critique lesson plans prior to the lesson and encourage reflection on the teacher candidate’s experiences as well as conferencing following each lesson.
- ☐ Participate in formal observations and debriefing of lessons taught by teacher candidates at least three times each semester.

Assist the Teacher Candidate to Develop Professional Teaching Skills

- ☐ Provide opportunities for the teacher candidate to observe in other classrooms both within and outside of your school throughout the Practicum and Student Teaching experience.

- Encourage communication from the teacher candidate with parents such as letters of introduction, letters to introduce learning experiences, invitations for volunteer workshops, sharing cultures/careers, etc.
- Encourage participation in all aspects of school and community life as appropriate, working with other members of the teaching team and school community, including core conferences, assessments, IEP meetings, parent conferences, staff meetings, workshops, curriculum nights (i.e., Math Night) and PTO events.
- Involve teacher candidates in the planning and management of field trips where appropriate. Roger Williams University students should not take full responsibility and should not drive students.

Suggestions for Clinical Educators in Assisting Teacher Candidates during Practicum and Student Teaching

	TEACHER CANDIDATE REQUIREMENTS (TC)	CLINICAL EDUCATOR INPUT (CE)
PRACTICUM ASSIGNMENTS	First Six Weeks of School	Available for discussion/resources, etc.
	Short and Long Term Planning	Available for discussion/resources, etc.
	Contextual Factors Report	Available for discussion/resources, etc.
	District Initiative	Assist TC to decide which event(s) to participate in during the year
	Journal	Can take a dialogue/bi-directional format
	Three Observed Lessons	Participate in the three step process: <i>Pre-Conference/Observation/Post-Conference</i>
	Eligibility to Student Teach Presentation	Support the TC through the process
		Final Practicum Feedback Assessment <i>Three-way conference among CE, RWU CE, TC</i>
STUDENT TEACHING ASSIGNMENTS		
	Teaching Event	Assist with Curriculum decisions and analysis of student data
	Journal	Can take a dialogue/bi-directional format
	Three Observed Lessons	Participate in the three step process: <i>Pre-Conference/Observation/Post-Conference</i>
		Final Student Teaching Feedback Assessment <i>Three-way conferences among CE, RWU CE, TC</i>