

Clinical Supervision for Educators

COMPONENT NUMBER: 7-517-002

Function: 7

Focus Area: 517

Local Sequence Number(s): 002

POINTS TO BE EARNED: 60 per year

PREREQUISITE:

Participants should have completed Clinical Educator Training within the last 5 years.

EVIDENCE OF COMPLETION:

Supervising teachers will provide documentation from the University/College of their work with pre-service teachers.

DESCRIPTION:

Teachers who are acting as supervising teachers of teacher interns or practicum students may earn inservice points (in lieu of a college voucher) for their daily guidance in developing skills for the areas of instructional strategies, classroom management and professional ethics with their supervised student teacher. Supervising teachers will earn 15 points for a practicum (field experience) student and 30 points for student teachers.

LINK(s) TO PRIORITY INITIATIVES:

Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☒ Assessment and tracking student progress
- ☒ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☒ Evaluation system indicators/rubrics/components
- ☒ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☒ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☒ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PROFESSIONAL LEARNING STANDARDS SUPPORTED BY THIS COMPONENT:

Identify any Florida Standards supported by this component

- ☒ Leadership
- ☐ Professional Learning Needs
- ☐ Professional Learning Resources
- ☐ Learning Outcomes

- ☐ Learning Designs
- ☒ Implementation of Learning
- ☐ Evaluating Professional Learning
- ☐ Not significantly related to any Professional Learning Standard

Note: Identifying the protocol focus supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):

Select all that apply.

- ☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
- ☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
- ☐ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:

Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

The participants will be able to:

1. Demonstrate an understanding of principles of clinical education.
2. Demonstrate an understanding of the Educator Accomplished Practices at the pre-professional level.
3. Recognize and effectively work with individuals who have differing behavior styles.
4. Recognize levels of orientation of preservice teachers.
5. Model effective teaching techniques and instructional methodology.
6. Demonstrate communication skills including listening, responding and non-verbal.
7. Demonstrate skills of developing and maintaining trust.
8. Demonstrate knowledge of mediation skills of coaching.
9. Demonstrate questioning skills that enhance developing teacher cognition.
10. Analyze and synthesize data to diagnose and improve teacher behavior.
11. Provide specific feedback using effective conferencing techniques.
12. Apply appropriate Clinical Educator Training tools and processes.
13. Evaluate the pre-service teacher utilizing the University program guidelines.
14. Provide and receive feedback for the University intern/pre-intern supervisors.

LEARNING PROCEDURES (Methods):

G: Structured Coaching/Mentoring – this component includes one-on-one instruction by a coach/mentor with a pre-service teacher with specific learning goals

- **WHAT** will occur during this professional development component delivery:
Supervising teachers will work in collaboration with University/College personnel to supervise and evaluate full interns and/or pre-interns requiring field experience.
- **HOW** will the experiences be provided to participants during this delivery:
Supervising teachers will work in collaboration with University/College personnel to supervise and evaluate full interns and/or pre-interns by modeling, coaching and training the pre-service teacher.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Supervising teachers will agree to complete Clinical Educator Training prior to receiving a pre-service teacher. They will work collaboratively with the University/College personnel to supervise and evaluate full interns and /or pre-interns requiring field experience by providing modeling and coaching.

IMPLEMENTATION/MONITORING PROCEDURES:

M: Structured Coaching/Mentoring

Structured coaching and mentoring will provide evidence of the level to which supervising teachers brought their knowledge of Clinical Educator Training back to the classroom and have used it with their pre-service student teachers. Participants should continuously incorporate their Clinical Educator Training in all aspects of their school day. In addition, they will collaborate with University personnel and provide/receive feedback on the status of the pre-service teacher.

IMPACT EVALUATION PROCEDURES:

Staff

B: Changes in Instructional leadership or faculty development practices

Student

G: Did not evaluate student outcomes as “evaluation method staff” is significantly more relevant

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

University/College personnel will evaluate the support provided by the supervising teacher and provide feedback data to the district.

- **Who will use the evaluation data gathered?**

The district will use the data provided by the University/College.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
 - a. What evaluation data addresses value of the PD design?
 - b. What evaluation data addresses quality of implementation the P D?
 - c. Who will use these aspects of PD evaluation data?

The district will use the data from the field experiences provided by the University/College to determine the continued participation of the supervising teachers; the continued training components and how they will be offered to the district personnel and the overall success of the Clinical Educator program in the district

Date approved: Click here to enter text.

Department: Office of Professional Learning

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Revision Date: