

Clinical Educator Training

COMPONENT NUMBER: 7-517-001

Function: 7

Focus Area: 517

Local Sequence Number(s): 001

POINTS TO BE EARNED: 60 per certificate

PREREQUISITE:

Participants should have at least 5 years of experience teaching in Santa Rosa and have and Effective or Highly Effective on their last three evaluations.

DESCRIPTION:

The purpose of this training is to build capacity and guide the learning for clinical educators to, develop a growth mindset and apply it to their work with developing educators, conduct effective content planning conferences with developing professionals, become expert observers and diagnosticians of teaching and learning, and provide targeted feedback to developing educators about their teaching practices. Upon successful completion of the training, participants will be able to host and supervise pre-service teachers in their classroom.

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)

Participants will be able to:

1. Define growth mindset and articulate impacts of having each mindset (fixed/growth) in their work with developing educators.
2. Identify mindset orientation through observations and discussions with developing educators.
3. Provide feedback and professional learning experiences that foster growth mindsets in developing educators.
4. Provided coaching strategies and resources necessary to assist in the development of growth mindsets in developing educators.
5. Work with clinical educators to build an understanding of the effective elements of content planning conferences, which include developing alignment of standards, objectives, content, activities/tasks and assessments to ensure student mastery.
6. Use a nine-step process to conduct effective content planning conferences.
Provide coaching strategies and necessary resources when conducting content planning conferences with developing educators.
Identify key components in planning for effective observation.
7. Use evidence-based data collection techniques to observe developing educators.
8. Analyze data collected during observation to prepare for feedback conversations with developing educators.
9. Identify the tools and resources for providing effective targeted feedback to developing educators.
10. Conduct effective targeted feedback conversations with developing educators about their teaching practices.

LEARNING PROCEDURES (Methods):

I: Job Embedded: Workshop-this component includes hand's-on modeled practices in a classroom setting

C: Electronic, Non-Interactive-this component includes an on-demand module

- **WHAT** will occur during this professional development component delivery:

Clinical Educators will build capacity to work with developing educators by learning four essential skills: growth mindset, content planning conferences, observer and diagnosticians, and targeted feedback.

- **HOW** will the experiences be provided to participants during this delivery:

Participants will receive structured instruction by state approved facilitators who have trained in the four essential skills: growth mindset, content planning conferences, observer and diagnosticians, and targeted feedback. Activities and resources to build capacity and guide learning support the process.

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

Clinical Educators will use the information and pally it to their work with developing educators. 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: