The clinical educator plays an essential role in ensuring a successful student teaching experience. Through preparation, guidance, and knowledge, the candidate learns firsthand the dimensions of the teaching profession. Below is a general outline of the roles and responsibilities of the clinical educator during the student teaching semester.

State requirements for the Clinical Educator are as follows:

- Be professionally licensed in the field of licensure sought by the student
- Have a minimum of three years of teaching experience
- Be rated as proficient or above on the most recent formal evaluations (Priority should be given to CEs rated accomplished or distinguished)

1. **Be a positive member of the school community and teaching profession.**
2. Provide daily coaching and feedback to the candidate. (The role of CE is changing to include more coaching and mentoring of the candidate than a hands-off approach.)
3. Attend required training and orientation provided by the Office of School & Community Partnerships and the Cato College of Education.
4. Complete the required Confidentiality Agreement and maintain the confidentiality of the teacher candidate as outlined by the Family Educational Rights and Privacy Act (FERPA) 1974.
5. Communicate regularly with your assigned Site Coordinator, student teacher, and the Office of School & Community Partnerships regarding the progress of your teacher candidate.
6. Establish a plan of communication with your teacher candidate regarding his/her attendance, lesson planning expectations, parent communication, classroom and school procedures, and school and district rules and policies (This includes exchanging contact information and the method of preferred contact).
7. Provide the teacher candidate with necessary materials for planning, data collection, and his/her role as a full-time teacher candidate (textbooks, schedules, class lists, seating charts, school & district handbooks, curriculum guides, and other important information).
8. Establish expectations regarding implementation of school policies, management, drills (fire, tornado, and lock-down) classroom management, parents, other pertinent community-related events or issues.
9. Provide an area for the candidate to work, and introduce the candidate to the students and staff.
10. Plan to conference with the teacher candidate at least once per week. Informal feedback through coaching and mentoring should occur daily.
11. Plan lessons jointly at the beginning of the student teaching semester.
   - As the candidate develops confidence with lesson planning and working with students, responsibilities for planning should increase.
   - As the semester progresses, the teaching load should be gradually increased until the full load is attained.
   - Utilize co-teaching strategies as the candidate assumes full-time responsibility for the class.
Clinical Educator Roles & Responsibilities

- As the semester ends, responsibilities should be decreased gradually. During the last week, candidates are required to assist in the classroom while observing other teachers.

12. Work with the candidate and support staff concerning roles in the classroom (Teacher Assistants, English Learner, Exceptional Children)

13. Evaluate the candidate formally during the semester using the Student Teaching/Graduate Internship Assessment Rubric (STAR) and the Observation Feedback Form (OFF). A formal conference should follow each observation. STAR and OFF feedback should be submitted to the Site Coordinator a minimum of 2 - 3 days prior to his/her observation.

14. Make time to meet with the Site Coordinator during scheduled visits. Review scores and provide honest and constructive feedback to the candidate.

15. Attend data meetings presented by the Site Coordinator.

16. Inform the Site Coordinator or the Assistant Dean of School & Community Partnerships immediately when serious or continuous problems occur or there are persistent concerns with performance of a candidate.

17. Share feedback of the candidate’s progress with the Site Coordinator throughout the semester and provide input into the final grade of student teaching.

18. Complete all final documentation in a timely manner.

Clinical Educator Reminders:

- The licensure process is separate from the supervision process. While student teaching is a component of licensure, it is only one component.

- If you have performance concerns, please contact the Site Coordinator and/or the Office of School & Community Partnerships so that adequate support can be implemented.

- Student performance and progress is bound by FERPA guidelines and should not be discussed with other members of school faculty and staff beyond the principal or administration designee and/or Lead CE.

- Each candidate brings his/her own perspective, teaching, management style, and background. It is critical to take time at the beginning of the internship to get to know one another’s background, educational philosophies, expectations, and non-negotiables.

- Culturally responsive/sustaining pedagogies have been taught throughout most of our programs. Our candidates have an understanding of pedagogies and best practices that support students of all backgrounds and abilities. Often they are faced with challenges when their understanding of culturally responsive teaching does not align with the practices that they observe in their internship setting. It is important to have conversations about what they have been taught, believe, and observe and how those might be in conflict.

Office of School & Community Partnerships
Clinical Educator Roles & Responsibilities

By signing below, you agree to serve as a clinical educator to a teacher candidate.

___________________________________________________  ______________________________
(Name Printed)  (Date)

______________________________________       ______________________________       ___________________
(Signature)  (School)  (District)

Office of School & Community Partnerships