Welcome to Clinical Practice!

This is your culminating field experience; it is the time when you will apply professional knowledge, teaching skills, and refine your professional dispositions that you have developed during your teacher preparation program. During clinical practice you will be a part of a team which, includes your clinical supervisor and university supervisor. With the support and guidance of your team, you will continue to build upon your strong foundation preparing you to become an effective professional educator.

As you begin the semester, keep in mind this is a time of hard work in which you must be flexible, patient and self-reflective as you grow into your role as a teacher. Teaching is a challenging yet rewarding career, but it takes many hours of effort, both inside and outside of the classroom and school. Teachers write lesson plans, conduct research, reflect on classroom performance, evaluate student performance, and work as part of a team. A successful teacher must be patient while working toward refining professional skills, and acknowledging small and large successes! Finally, self-reflection allows you to set new goals, implement new classroom strategies, and improve as a professional.

Colleagues from the P-12 and university communities share a strong commitment to facilitating your successful clinical practice experience. This handbook should be offered each member of your clinical practice team as structure that will clearly identify role responsibilities. **Read this handbook** carefully and reference it as you progress through your clinical practice experience. Other program-specific responsibilities and expectations are in your program packet and will be reviewed with you by your university supervisor during Clinical Practice Orientation.

This will be a challenging semester, so stay positive and allow time for rest and relaxation! Take care of yourself as you work through your final semester!

If you have any questions or concerns during the semester, do not hesitate to contact the Office of Initial Educator Preparation and Assessment!

Thanks,

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Teacher Candidates
INTRODUCTION

Clinical Practice will place great demands on your energy and ability. It is especially important for you to have clearly established priorities for your semester of Clinical Practice. Beyond daily time in assigned schools, many teacher candidates report that four to five additional hours of work each day is necessary to fulfill responsibilities. A significant amount of time each day will be necessary for you to accomplish all that is expected of you in the role of teacher candidate.

A number of stakeholders combine to provide the Clinical Practice experience: teacher candidate, clinical supervisor, administration, faculty, public school personnel, and university supervisor. To some degree, these stakeholders contribute to your development and success. However, **YOU** are the decisive element. It is imperative that **you** assume responsibility for your development as a teacher. In the final analysis, you are in charge of your development.

CLINICAL PRACTICE TEAM

The members of the Clinical Practice team include the teacher candidate, clinical supervisor, and university supervisor. All problems, changes, or decisions that affect the Clinical Practice experience should be made collaboratively by ALL members. As the teacher candidate, the team’s focus is on you and your development. The clinical supervisor and university supervisor will offer significant contributions that impact your growth. Interaction possibilities with the principal are described below. In schools hosting large numbers of Georgia Southern teacher candidates, a clinical associate is a member of the supervision team and will interact with teacher candidates as well. Specific ways in which clinical associates interact are identified in the clinical supervisor section of this document.

Your initial contact with your university supervisor is in the orientation session and precedes the formal beginning of Clinical Practice. Following that session, there will be a number of interactions with your university supervisor. On at least six different occasions, your university supervisor will visit you at your school. On one or more occasions, you may be asked to return to the Georgia Southern campus for a seminar with your university supervisor. Below is a chart that outlines the responsibilities of each member of the Clinical Practice team.
<table>
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<th>Teacher Candidate</th>
<th>Clinical Supervisor</th>
<th>University Supervisor</th>
</tr>
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<tr>
<td>Be enthusiastic</td>
<td>Welcome the teacher candidate into your classroom</td>
<td>Conduct program orientation for teacher candidate &amp; clinical supervisor</td>
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<tr>
<td>Take initiative in the classroom</td>
<td>Review school policies &amp; procedures</td>
<td>Schedule three-way conferences during the semester</td>
</tr>
<tr>
<td>Introduce yourself to all school personnel</td>
<td>Encourage your teacher candidate to get involved in school activities</td>
<td>Be a liaison between the university and school</td>
</tr>
<tr>
<td>Dress and act professionally</td>
<td>Mentor &amp; guide your teacher candidate</td>
<td>Coach and guide the clinical supervisor and teacher candidate</td>
</tr>
<tr>
<td>Plan and teach engaging standards based lessons</td>
<td>Plan regularly with your teacher candidate and share instructional materials</td>
<td>Review plans and teacher candidate notebook regularly</td>
</tr>
<tr>
<td>Know your content</td>
<td>Model effective teaching strategies and professional behavior</td>
<td>Uphold all program standards and expectations</td>
</tr>
<tr>
<td>Be respectful at all times</td>
<td>Address any difficult situation(s) or problems in a timely manner</td>
<td>Address any difficult situation(s) or problems in a timely manner</td>
</tr>
<tr>
<td>Accept and implement all feedback professionally and in a timely manner</td>
<td>Observe and provide constructive feedback on a regular basis</td>
<td>Observe and provide constructive feedback on a regular basis</td>
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<tr>
<td>Remain flexible, maintain an open mind, and learn all you can during the semester</td>
<td>Maintain consistency and accountability for the teacher candidate</td>
<td>Be an advocate for the teacher candidate, while maintaining the standards of the profession</td>
</tr>
</tbody>
</table>

**INTERACTING WITH THE PRINCIPAL**

The principal is a key member of the teacher candidate support team. This person was a part of the approval process that enabled you to be placed in the school for clinical practice. Sometimes, principals conduct a formal observation of the teacher candidate’s instruction and provide post-observation feedback as follow-up. The principal may be a potential employer or can be a reference for you.
PROFESSIONAL STANDARDS

As a teacher candidate, you are expected to conduct yourself as a professional educator. Several documents offer particular expectations for you as a teacher candidate. It is important that you become familiar with the content of each document.

The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education professional. The code protects the health, safety and general welfare of students, teacher candidates and educators, ensure the citizens of Georgia a degree of accountability within the education profession, and define unethical conduct justifying disciplinary sanction. Any violation of state or federal law and violation of this code of ethics must be reported to the Georgia Professional Standards Commission and will lead to the removal of a teacher candidate from the Clinical Practice placement. *(The Code of Ethics for Educators, October 15, 2009).* For the entire brochure please visit [www.gapsc.com](http://www.gapsc.com).

Clinical Practice Guidelines is the handbook with which you should become very familiar. It serves as a guide and also has forms that you may be using on a regular basis.

On the day of orientation, your university supervisor will discuss with you Clinical Practice Expectancies. These expectancies specify requirements and dates. Your familiarity with the expectancies is especially important. During the discussion of them at orientation, be certain that you have obtained a clear understanding of each one. These expectancies may be found in the program packet.

The Student Code of Conduct is published on an annual basis. It contains specific expectations regarding student conduct. Although you do not attend regularly scheduled classes on our campus during Clinical Practice, this publication applies to your actions. If you are unfamiliar with the document, you can view it at [http://teacher.candidates.georgiasouthern.edu/](http://teacher.candidates.georgiasouthern.edu/).

Each school system produces a handbook for teachers. The guidelines contained therein apply to you. Secure a copy and become familiar with its content. Abiding by its suggestions is essential.

PROFESSIONALISM

CONFIDENTIALITY

Teacher candidates are expected to remain confidential in regard to all matters pertaining to P-12 students. Candidates will remain confident in all information and observations regarding P-12 students’ academic, behavioral, social, and emotional development. When video recording or taking pictures, candidates must have school permission and all proper release documentation complete.
ATTENDANCE

Georgia Southern teacher candidates are expected to adhere to their school district’s calendar (to include scheduled & unscheduled holidays) and should be present every day their assigned school is in session. Each teacher candidate should report to their assigned school each morning at the time certified educators are expected to arrive. However, there are actually two arrival times that are important: (1) the time that you are to sign in the office and (2) the time that you are expected to be in your classroom. The end of the school day will mirror the daily expectancy for certified educators and candidates must sign-out each day before they leave. Schools require documentation of who is in the building at all times. It is mandatory candidates attend all activities that the clinical supervisor must attend (i.e., faculty meetings, PTO meetings, IEP meetings, math night, professional learning opportunities, etc.) and participate in duties assigned to their clinical supervisor.

Clinical Practice requires a minimum of 600 hours; therefore, ALL absences (excused or unexcused) will be made up at the end of the semester. The university supervisor must approve excused absences. Documentation must be provided within 24 hours to the university and clinical supervisors. In the event of two or more excused absences, the university supervisor will meet with the teacher candidate to create a written plan to make up the absences. If unexcused absences occur the following process must be followed.

- After the first unexcused absence, a conference will be held with the teacher candidate, clinical supervisor, and university supervisor. Your university supervisor will complete a Student Concern document. An exception to this may be if the teacher candidate has prior Student Concern documentation, then the university supervisor will prepare a Professional Support Plan A document.
- A second unexcused absence will result in your university supervisor completing a Professional Support Plan A document. NOTE: This step will be modified if a prior Professional Support Plan A was created, leading to a Professional Support Plan B or Probationary Status document for the second unexcused absence.
- A third unexcused absence will result in your university supervisor completing a Probationary Status document. NOTE: Candidates already on Probationary Status may have their clinical practice experience terminated. (see bullet below)
- The fourth unexcused absence, will lead to a decision being made relative to the status of your Clinical Practice - continuation or termination of the experience.

Leaving early from your Clinical Practice placement constitutes an absence (excused or unexcused). It is the responsibility of the teacher candidate to immediately inform the university supervisor that they are leaving the placement early. The university supervisor will meet with the teacher candidate and create a written plan for making up the absence.

Your participation in extracurricular responsibilities is an excellent opportunity for your development. Talk with your clinical supervisor and university supervisor about becoming involved. Teacher candidates may not receive payment for participation in any extracurricular activity. Additionally, teacher candidates may not receive financial reimbursement for involvement with any student or group of students.
ABSENCES

Notifying others when you are absent is vital. The teacher candidate must contact the following people before the start of the school day when an absence must occur: your clinical supervisor; your university supervisor; and the school secretary.

See program syllabi for specific instructions

PUNCTUALITY

Meeting time-frames is an especially important part of the teaching profession. Punctuality is required! For that reason, careful attention is given to timeliness. Each time you fail to meet a responsibility in a timely manner, the teacher candidate and clinical supervisor notifies your university supervisor. The message is simple…be on time with everything!

- The first failure to meet a time-frame will result in Student Concern document being developed. An exception to this may be if the teacher candidate has prior Student Concern documentation, then the university supervisor will prepare a Professional Support Plan A document.
- A second failure to meet a time-frame will result in your university supervisor completing a Professional Plan A document. NOTE: This step will be modified if a prior Professional Support Plan A was created, leading to a Professional Support Plan B or Probationary Status document for the second unexcused absence.
- A third failure to meet a time-frame presents a serious situation. Your university supervisor will complete the Probationary Status document. Probationary Status is a serious status. NOTE: Candidates already on Probationary Status may have their clinical practice experience terminated. (see bullet below)
- The fourth failure to meet a time-frame, may result in the termination of your clinical practice experience.

What are some examples of time infractions?
- Arrival in the classroom after the designated time.
- Turning in a lesson plan late.
- Failure to have teaching materials ready.
**APPEARANCE**

Professional appearance is extraordinarily powerful and can help or hinder your success during your internship. Conservative dress and behaviors can help ensure that you will complete your internship successfully. Teacher candidates are expected to follow professional dress requirements of their assigned school system. Appropriate attire includes wearing a Georgia Southern University name tag each day of clinical practice.

**SOCIAL MEDIA**

Participation in clinical practice is a privilege and carries with it professional responsibilities. As a future professional educator, you are expected to maintain high standards of personal and professional ethics at all times and in all settings. When teacher candidates share information on social media it is critical they maintain conduct that preserves the dignity and integrity of the teaching profession. Social networking sites such as, Facebook, Instagram, Twitter, Snapchat, and others should represent your personal and professional integrity. If you have postings on any of these sites you must remember that they are public and may be viewed by school personnel, students, parents, and teacher candidates. If school personnel find your postings unprofessional they can request your removal from their school. This request will be honored immediately and a new clinical practice placement will not be identified until the following semester. Additionally, it is not uncommon for potential employers to conduct online research of perspective employees. Publicly shared inappropriate posting may limit future employment opportunities.

Teacher candidates should adhere to the following guidelines when using social media:

- **DO NOT** use any identifying information (school, clinical supervisor, student names) or post any P-12 student’s pictures or video on your site(s).
- Do not post anything that you would not want posted on the front door of the school.
- Do not accept students as friends.
- Do not accept parents as friends.
- Do not accept clinical supervisors or any other school personnel as friends.
- Do not use your personal social media to communicate with parents and/or students.
- Be sure your social media settings are such that any personal content may only be viewed by your intended audience.
**PROFESSIONAL RESPONSIBILITIES**

**TEACHER CANDIDATE INVOLVEMENT**

During clinical practice each clinical supervisor will host one teacher candidate in their classroom for 15 weeks. The candidate’s schedule will be determined by the university supervisor in collaboration with the clinical supervisor. The following recommended schedule may provide guidance when determining how a teacher candidate may gradually assume full instructional and management responsibilities of their clinical supervisor’s classroom.

**NOTE:** A projected schedule for teacher candidate involvement follows. The schedule is presented with the intent of offering a view of possible activities for the teacher candidate. **The schedule for instruction varies from school to school and from teacher candidate to teacher candidate.** For that reason, it is not suggested that this particular format for involvement be followed precisely.

<table>
<thead>
<tr>
<th>1st Week</th>
<th>Observe and assist, following the clinical supervisor’s instruction</th>
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<tr>
<td>It is the teacher candidate’s responsibility to take initiative in the classroom at all times.</td>
<td></td>
</tr>
<tr>
<td>2nd Week</td>
<td>Observing is reduced</td>
</tr>
<tr>
<td>Assisting is increased</td>
<td></td>
</tr>
<tr>
<td>Teaching 30-60 minutes daily is a new responsibility</td>
<td></td>
</tr>
<tr>
<td>3rd Week</td>
<td>Observing is limited</td>
</tr>
<tr>
<td>Assisting is increased</td>
<td></td>
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<tr>
<td>Teaching at least 60-90 minutes daily is expected</td>
<td></td>
</tr>
<tr>
<td>4th Week</td>
<td></td>
</tr>
<tr>
<td>5th Week</td>
<td>Observing occurs infrequently</td>
</tr>
<tr>
<td>Assisting is decreased</td>
<td></td>
</tr>
<tr>
<td>Teaching 90-180 minutes daily is a new responsibility</td>
<td></td>
</tr>
<tr>
<td>6th Week</td>
<td></td>
</tr>
<tr>
<td>7th Week</td>
<td>Observing occurs infrequently</td>
</tr>
<tr>
<td>Teaching at least 180 minutes daily is expected</td>
<td></td>
</tr>
<tr>
<td>8th Week</td>
<td>Observing occurs frequently</td>
</tr>
<tr>
<td>Teaching 180-270 minutes daily is a new responsibility</td>
<td></td>
</tr>
<tr>
<td>9th Week</td>
<td>All day teaching may occur</td>
</tr>
<tr>
<td>10th Week</td>
<td>Assume all clinical supervisors duties and teaching responsibilities.</td>
</tr>
<tr>
<td>11th Week</td>
<td></td>
</tr>
<tr>
<td>12th Week</td>
<td></td>
</tr>
<tr>
<td>13th Week</td>
<td>Observing and assisting are reinstated</td>
</tr>
<tr>
<td>Teaching at least 180 minutes is expected</td>
<td></td>
</tr>
<tr>
<td>14th Week</td>
<td>Observing is maintained</td>
</tr>
<tr>
<td>Assisting is maintained</td>
<td></td>
</tr>
<tr>
<td>Teaching 90-180 minutes is expected</td>
<td></td>
</tr>
<tr>
<td>15th Week</td>
<td>Observing increases</td>
</tr>
<tr>
<td>Assisting increases</td>
<td></td>
</tr>
<tr>
<td>Teaching at least 90 minutes is expected</td>
<td></td>
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It is **required** that the teacher candidate engage in all-day teaching for at least four weeks. The fifteen week plan that has been presented depicts that the teacher candidate engages in a considerable amount of teaching. In reviewing the plan, we are reminded that quite a bit of instruction by the teacher candidate takes place before and after the weeks of all-day teaching.

The **required** four weeks of all-day teaching responsibilities can either be four consecutive weeks OR can be in no less than two week increments. Two primary considerations influence the decision of the best time for this teaching to occur: (1) the needs of the clinical supervisor’s students, and (2) the quality of previous instructional performance by the teacher candidate.

A variety of instructional schedules are set in the schools. Regardless of the scheme, the clinical supervisor will work with the teacher candidate in establishing a pattern for the candidate’s involvement that includes gradually increasing instructional responsibilities. This instructional timeframe must be shared with and approved by the university supervisor. The **teacher candidate is expected to actively contribute to their clinical supervisor’s classroom until the final day of clinical practice.**

*See program syllabi for specific instructions*

**CLINICAL SUPERVISOR ABSENCE**

There may be an occasion when your clinical supervisor is absent from school during your clinical practice experience. When this absence occurs, the teacher candidate may be called on to teach, but they **may not** serve as the substitute. **State mandate** requires the presence of a certified teacher or school system authorized substitute be in the classroom. **Note: You cannot substitute for other teachers in the school.**

If you are called on under these conditions to teach during your first two weeks of clinical practice, your clinical supervisor or principal **must** call your university supervisor. It is also the teacher candidate’s responsibility to notify the university supervisor.
ACCIDENT OR INJURY

Accidents or injuries that occur at the school during clinical practice are the responsibility of the teacher candidate. If a teacher candidate is involved in an accident or is injured on school grounds medical expenses are not covered by the school system’s Worker’s Compensation. Any doctor or hospital expenses must be covered by the teacher candidate’s health insurance or personal funds. Refer to the Off-Campus Participation Agreement that is signed prior to beginning clinical practice.

PROCTORING TESTS

Teacher candidates may be called on to proctor tests during the semester. If this occurs, teacher candidates MUST attend proctoring training provided by the school. Teacher candidates must follow all of the mandated requirements during these testing periods; this includes following the Code of Ethics.

EMPLOYMENT DURING CLINICAL PRACTICE

Teacher candidates may be employed during clinical practice. Clinical practice must be your priority! Some significant considerations accompany the privilege of employment.

- **You may not be excused from any school responsibility to meet an employment obligation.** An absence for that reason is unexcused.
- **You may not leave school early or arrive late because of employment.** In such an instance, you would be absent for a portion of the school day and that would be translated into one absence; again, an unexcused one.

There are steps that you can take to avoid unexpected, employment-related absences. If you must work during clinical practice be proactive and:

- Notify your employer of your clinical practice status and the serious commitment that you have for that responsibility.
• Ask your employer to give you specific advance notice of your projected work schedule. Share the schedule with your clinical supervisor to see if there will be any conflicts with school responsibilities.
• Work with your employer to establish a schedule that will not jeopardize your successful completion of clinical practice.

Coaching during clinical practice is treated like any other after school employment. **You may not be excused from any school and clinical practice responsibilities to meet any coaching obligation.** You must not leave school early or arrive late due to coaching activities. You must attend all conferences, faculty meetings, PTO meetings, etc. that your clinical supervisor, principal, or university supervisor require.
PROFESSIONAL DEVELOPMENT SUPPORT

Intervention Process

Research states that teacher development occurs in identifiable stages. Teacher candidates do not progress through these stages at that same rate. When candidates struggle in a field experience or clinical practice, a structured intervention process is put in place to document the areas of concern and to provide scaffold supports by university and clinical supervisors to provide opportunities for teacher candidates to be successful.

Written documentation is important when there is a problem that is persistent over time, or when a significant problem is evident. There are four stages of support that provides documentation for teacher candidates that struggle in field experiences. The four forms of support documentation are: (1) Student Concern; (2) Professional Support Plan A; (3) Professional Support Plan B and (4) Probationary Status Agreement. If these four forms of scaffold support do not result in improved performance by the teacher candidate, the Failure to Complete in the Semester of Enrollment document is used to end the field experience or clinical practice.
**Student Concern**
A Student Concern document is developed when difficulties initially appear. The document is developed to provide the teacher candidate with written documentation of areas in need of improvement. A meeting will be held with the teacher candidate, clinical supervisor, and university supervisor to discuss concern(s) and to provide improvement strategies. It is the teacher candidate’s responsibility to immediately begin to implement strategies and show improvement in the area of concern. If improvement is not demonstrated then a **Professional Support Plan** will be the next step in the intervention process.

**Professional Support Plan**
A Professional Support Plan is developed when difficulties have persisted with minimal consistent demonstration of improvement. The Plan is developed to identify areas in need of improvement, explain the action plan for improvement and document the timetable for monitoring anticipated progress. *The form is written by the university supervisor in concert with the clinical supervisor, and is discussed with the teacher candidate. The university supervisor will inform and discuss the situation with the Program Director prior to holding a meeting with the teacher candidate and clinical supervisor.* If appropriate progress is realized as written in the agreement, the Professional Support Plan does not impact subsequent evaluations. If the teacher candidate fails to meet the agreement benchmarks, he or she will be moved to Probationary Status. A maximum of two (2) **Professional Support Plans** (each for different areas of concern) are allowed during each field experience and clinical practice.

**Probationary Status Agreement**
Probationary status results from one of two events:

1. Inadequate progress based on the Professional Support Plan action plan and evidence.
2. The occurrence of a major unacceptable event.

The university supervisor and program director, in collaboration with the Director/Coordinator of Field Experiences and Clinical Practice, determine whether an incident is sufficiently egregious to require immediate probationary status. A probationary meeting occurs to clarify and identify areas in need of improvement, explain the action plan for improvement and share the timetable for monitoring anticipated progress. *The form is written by the university supervisor with the clinical supervisor. Before the meeting is held, the university supervisor will share information about the teacher candidate with the Program Director who will then share and discuss this information with the chair of the department and Director/Coordinator of Field Experiences and Clinical Practice.*

*The meeting will be conducted at the school site by the Director/Coordinator of Field Experiences and Clinical Practice. Expected attendees for the meeting are: the teacher candidate, the clinical supervisor, the university supervisor, the clinical associate and/or principal, program director, and the Director/Coordinator of Field Experiences. At the conclusion of the meeting, the university supervisor will obtain all signatures required by the document. Signatures will be obtained from the program director and chair of the department after the meeting with the teacher candidate.*
Establishing probationary status is a significant step. Appropriately acting on the information provided is a primary consideration in the teacher candidate’s eligibility for continuation. **One Probationary Status Agreement** is permitted during each field experience and clinical practice.

**Failure to Complete Internship**

Failure to complete a field experience or clinical practice may occur when suggestions from the Probationary Status documents have not been appropriately incorporated or with the occurrence of a sufficiently egregious incident. The university supervisor and program director, in collaboration with the Director/Coordinator of Field Experiences and Clinical Practice, determine whether an incident is sufficiently egregious to require immediate removal from the field experience or clinical practice. Examples are, but are not limited to, ethics violations, insubordination, and/or continuous disrespect. Removal may be immediate and may occur without the benefit of Professional Support Plans or Probationary Status documentation. When school personnel request that candidates be removed from the school for performance or professional reasons, a new field placement will rarely be identified until the following semester. The form representing failure indicates the contributing factors and options for future academic enrollment by the teacher candidate. **Teacher candidates may repeat each one time.**
## Student Concern Form

Teacher Candidate’s Name: ________________  
Meeting Date: ________________

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<thead>
<tr>
<th>Area(s) of Concern</th>
<th>Suggestions for Improvement</th>
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Clinical Supervisor Signature: ____________________________________________

University Supervisor Signature: ____________________________________________

I understand the next step in the intervention process is the Professional Support Plan A.

Teacher Candidate’s Signature: ____________________________________________

Date: ______________________
Professional Support Plan A

Teacher Candidate_________________________ Program_______________________________

School_________________________ Grade Level ________________________________

Clinical Supervisor_______________________ University Supervisor_____________________

Date ________________________________

A Professional Support Plan is developed when difficulties have persisted with little consistent demonstration of improvement. The university supervisor MUST provide signed copies of the Agreement for the teacher candidate, clinical supervisor, clinical associate, and program director. The Director/Coordinator of Field Experiences receives a copy within two working days of the meeting at the clinical practice level.

Explanation of Specific Areas in Need of Improvement: Identify factors that have contributed to this Professional Support Plan. Attach additional documentation.

Explanation of Specific Action Plan and Remedial Steps:

Required Evidence for Showing Improvement:

Timetable for University Supervisor and Clinical Supervisor to Monitor Progress and Provide Feedback to Teacher Candidate:
Date(s) of next meeting(s) to discuss progress in areas of identified need:

Notes from the follow-up meeting will be documented below or attached to this document.

Signature of Teacher Candidate*  Signature of Clinical Supervisor

Signature of University Supervisor  Signature of Clinical Associate**

Signature of Other Attendee  Date of Meeting

*Teacher candidate’s signature indicates that the information in this form has been shared in a conference setting. The teacher candidate may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signature indicates that the principal and clinical associate were either present at the meeting or were informed by way of this Agreement.

Follow-up meeting notes:  (Attach notes from the follow-up meeting to Performance Agreement, all participants must initial and date the notes.)
A Professional Support Plan is developed when difficulties have persisted with little consistent demonstration of improvement. The university supervisor MUST provide signed copies of the Agreement for the teacher candidate, clinical supervisor, clinical associate, and program director. The Director/Coordinator of Field Experiences receives a copy within two working days of the meeting at the clinical practice level.

**Explanation of Specific Areas in Need of Improvement:** Identify factors that have contributed to this Professional Support Plan. Attach additional documentation.

**Explanation of Specific Action Plan and Remedial Steps:**

**Required Evidence for Showing Improvement:**

**Timetable for University Supervisor and Clinical Supervisor to Monitor Progress and Provide Feedback to Teacher Candidate:**
Date(s) of next meeting(s) to discuss progress in areas of identified need:

Notes from the follow-up meeting will be documented below or attached to this document.

Signature of Teacher Candidate*  Signature of Clinical Supervisor

_____________________________  ________________________________
Signature of University Supervisor  Signature of Clinical Associate**

_____________________________
Signature of Other Attendee  Date of Meeting

*Teacher candidate’s signature indicates that the information in this form has been shared in a conference setting. The teacher candidate may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signature indicates that the principal and clinical associate were either present at the meeting or were informed by way of this Agreement.

Follow-up meeting notes: (Attach notes from the follow-up meeting to Performance Agreement, all participants must initial and date the notes.)
Probationary Status Agreement

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<th>Teacher Candidate</th>
<th>Program</th>
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<th>School</th>
<th>Grade Level</th>
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<tr>
<th>Clinical Supervisor</th>
<th>University Supervisor</th>
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</table>

Date _____________________________

Probationary status results when difficulties for the candidate have persisted over an extended period of time, or with the occurrence of a major unacceptable event. The university supervisor MUST provide signed copies of the Agreement for the teacher candidate, clinical supervisor, clinical associate, and program director. The Director/Coordinator of Field Experiences is a part of this meeting at the clinical practice level. Exceptions to these procedures must be approved by a department chair and the school principal.

**To the teacher candidate**: This form serves as formal notification of your probationary status in a field experience. Acceptable progress in the area(s) of identified need is essential for your continuation in the field experience.

**Explanation of Specific Areas in Need of Improvement**: Identify factors that have contributed to this probationary status notice. Along with the factor(s), provide documentation to support each entry. **Attach additional documentation.**

**Explanation of Specific Action Plan and Remedial Steps:**

**Required Evidence for Showing Improvement:**

**Timetable for University Supervisor and Clinical Supervisor to Monitor Progress and**
Provide Feedback to Teacher Candidate:

Date(s) of next meeting(s) to discuss progress in areas of identified need:

Notes from the follow-up meeting will be documented below or attached to this document.

_____________________________  ______________________________
Signature of Teacher Candidate*  Signature of Clinical Supervisor

_____________________________  ______________________________
Signature of University Supervisor  Signature of Clinical Associate**

_____________________________
Signature of Principal

_____________________________
Signature of Program Director

_____________________________
Signature of Other Attendee

_____________________________
Signature of Director of Field Experiences

_____________________________
Signature of Department Chair

_____________________________
Date of Meeting

*Teacher Candidate’s signature indicates that the information in this form has been shared in a conference setting. The teacher candidate may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signature indicates that the principal and clinical associate were either present at the meeting or were informed by way of this Agreement.

Follow-up meeting notes: (Attach notes from the follow-up meeting to Probationary Status Agreement, all participants must initial and date the notes.)
Failure to Complete Field Experience in Semester of Enrollment
First Attempt

Student Teacher_________________________ Program__________________________

School_________________________ Clinical Supervisor________________________

University Supervisor_________________________ Clinical Associate/Principal________

Failure to complete a field experience may occur when suggestions from the Probationary Status documents have not been appropriately incorporated. The university supervisor MUST provide signed copies of the Agreement for the teacher candidate, clinical supervisor, clinical associate, and program director. The Director/Coordinator of Field Experiences is a part of this meeting at the clinical practice level. Exceptions to these procedures must be approved by a department chair and the school principal.

Factors that contributed to failure to complete the experience: Identify factors that contributed to the experience not being completed within the initial period of enrollment. Attach additional sheet(s) of information, if necessary. Provide documentation to support each factor that lead to the ending of the candidate’s field experience. Attach all documentation to this paperwork or reference where it has been provided in previous interventions.

Options for future enrollment:
(Circle the number of the option that meeting attendees recommend for the Student Teacher.)

1. The Teacher Candidate is eligible to enroll for a second attempt at the field experience. This will be the second and final attempt to student teach.

2. Prior to enrolling in another field experience, the teacher candidate must complete a remedial plan developed by the program. The remedial plan could include: identified assistance from a support center (i.e. Writing Center, Counseling Center, Student Success Center), and/or specific remedial activities. A faculty mentor will be assigned to oversee the completion of the remedial plan.

3. The option of earning a degree in another career path is considered.
Signature of Teacher Candidate*

Signature of University Supervisor

Signature of Principal

Signature of Program Director

Signature of Other Attendee

Signature of Clinical Supervisor

Signature of Clinical Associate**

Signature of Director of Field Experiences

Signature of Department Chair

Date of Meeting

*Teacher Candidate’s signature indicates that the information in this form has been shared in a conference setting. The teacher candidate may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signatures indicate that the Principal and Clinical Associate were present in the meeting or have been informed by way of this Agreement.
Failure to Complete Field Experience in Semester of Enrollment Second Attempt

Student Teacher ___________________________ Program ___________________________

School ___________________________ Clinical Supervisor ___________________________

University Supervisor ___________________________ Clinical Associate/Principal ___________________________

Failure to complete a field experience may occur when suggestions from the Probationary Status documents have not been appropriately incorporated. The university supervisor MUST provide signed copies of the Agreement for the teacher candidate, clinical supervisor, clinical associate, and program director. The Director/Coordinator of Field Experiences is a part of this meeting at the clinical practice level. Exceptions to these procedures must be approved by a department chair and the school principal.

Factors that contributed to failure to complete the experience: Identify factors that contributed to the experience not being completed within the initial period of enrollment. Attach additional sheet(s) of information, if necessary. Provide documentation to support each factor that lead to the ending of the candidate’s field experience. Attach all documentation to this paperwork or reference where it has been provided in previous interventions.

Per the College of Education Field Experience Policy, candidates enrolled in the Teacher Education Program are only permitted to repeat clinical practice one time. This was the second and final attempt at ________, therefore, this was the final opportunity to complete _________ and all required course work for a degree in teacher education. It is recommended that you meet with your advisor to discuss other options in regard to completing a degree in another career path.

Signature of Teacher Candidate* ___________________________ Signature of Clinical Supervisor ___________________________

Signature of University Supervisor ___________________________ Signature of Clinical Associate** ___________________________

Signature of Principal ___________________________ Signature of Director of Field Experiences ___________________________
Signature of Program Director

Signature of Department Chair

Signature of Other Attendee

Date of Meeting

*Teacher Candidate’s signature indicates that the information in this form has been shared in a conference setting. The teacher candidate may choose to share additional information. If so, this information should be provided on a separate sheet of paper and made available to the University Supervisor within three days of the conference conclusion.

**Signatures indicate that the Principal and Clinical Associate were present in the meeting or have been informed by way of this Agreement.
ATTENDING PROFESSIONAL ACTIVITIES

On several occasions, you may attend functions on or off the Georgia Southern campus. A brief explanation of some of these activities follows. See program packet for additional professional activities and expectations.

- **Honor’s Day** - Georgia Southern holds Honor’s Day each spring semester. Teacher candidates recognized at this occasion are notified in writing. If you are invited to participate in this ceremony, please share your written invitation with your clinical supervisor and university supervisor and make plans to be in attendance. This is a half-day excused absence from your school site.

- **Professional Conferences and Presentations** – Teacher candidates may have the opportunity to attend professional conferences and/or to make professional presentations during Clinical Practice. This professional opportunity must be approved by your clinical supervisor, university supervisor, and the program director. A maximum of two days for professional conferences/presentations will be permitted without the days being made up at the end of the semester. Teacher candidates missing over two days for professional conferences/presentations must make up those days at end of the semester.

- **Eagle Expo/Education Career Day** - Each semester, an Education Career Day is conducted on the Georgia Southern campuses. On this occasion, school systems from throughout Georgia come to campus to interview teacher candidates. This is an outstanding opportunity for teacher candidates to learn about employment potential in school systems and also to practice their interview skills. This one day is an excused absence from your school site.

- **Interview Day** - Teacher candidates will be allowed one job interview day during the semester. This may be taken as one whole day or two half-days. An interview day and time must be prearranged by the teacher candidate with the clinical supervisor and university supervisor. This one day is an excused day from your schoolsite.

TEACHER CERTIFICATION

All teacher candidates must successfully complete the following in order to obtain a Georgia Induction Certificate.

- Complete a teacher preparation program.
- Pass the GACE content area test(s). GACE content area test(s) must be attempted prior to Clinical Practice.
- edTPA must be completed during Clinical Practice and a professional passing score must be obtained prior to completing the certification process.
- Georgia Code of Ethics 360 assessment must be passed.
The Director of the Student Success Center will provide teacher candidates with instructions on how to apply electronically for certification. The completion of the certification process which will result in either a Letter of Eligibility or an Induction Certificate issued by the GaPSC.

EVALUATING THE TEACHER CANDIDATE

The clinical supervisor completes several evaluations of the teacher candidate. Each of these is shared with the teacher candidate and then channeled to the university supervisor. Evaluative feedback from your clinical supervisor is especially important. Ideas shared in the evaluations will help you to more clearly see opportunities to improve yourself.

- **Weekly Evaluations** - On a weekly basis, the clinical supervisor will complete written evaluations. Directions for this activity appear in the program packet. It is the teacher candidate’s responsibility to provide a copy of the completed evaluation to the university supervisor. Prior to the weekly written evaluation being given to the university supervisor, the clinical supervisor will share it with the teacher candidate.

- **Formal Evaluations - See Program Packet** - Formal evaluations offer significant progress information for you. Specific information on these evaluations may be found in the program packet.

In a conference setting, your clinical supervisor will review each completed form with you. Then, the form is given to your university supervisor.

GRADING THE CLINICAL PRACTICE EXPERIENCE

Teacher candidates earn a grade of satisfactory “S” or unsatisfactory “U”. The letter grade is officially submitted by the university supervisor. Determination of the grade is the result of considerable interaction by the university supervisor and clinical supervisor.

The general grade of “S” or “U” should not be misconceived as an opportunity to succeed with less than a best effort. Granted, this grade is the indicator that will appear on your transcript. Along with the grade that appears on the transcript, reference information provided to prospective employers by your supervisors are especially important. While that information is not recorded as a grade, it is a reflection of the perceived quality of your clinical practice work.

Of course, there are other options for grades that may be assigned. These pertain to a situation in which the clinical practice experience was not completed. Consult the Georgia Southern University Undergraduate and Graduate Catalog for more specific information.
EVALUATIONS BY THE TEACHER CANDIDATE

Teacher candidates are responsible for completing several electronic evaluations at the end of the semester. Feedback from teacher candidates is immensely valuable to the College of Education as we strive to offer quality teacher preparation programs. When completing the evaluations at the end of the semester, please reflect on your experiences during the semester and respond honestly. All evaluations are kept confidential and are used administratively within the College of Education. These evaluations are:

- **Evaluation of Clinical Supervisor by Teacher Candidate**
  Give careful thought to each item and offer candid responses.

- **Evaluation of University Supervisor by Teacher Candidate**
  Give careful thought to each item and offer candid responses.

- **Clinical Practice Evaluation**
CONFERENCES

You will be involved in conferences with your clinical supervisor on most days in clinical practice. Many of these will be spur-of-the-moment and on an as needed basis. Others will be more structured and anticipated well in advance. Three different types of conferences are conducted: post-observation, planning and general.

Post-observation conferences are a significant feature in development of the teacher candidate’s instructional self. These conferences follow the teacher candidate’s implementation of instructional responsibilities. They serve as an avenue for the teacher candidate and clinical supervisor to reflect on instruction that has taken place, to clarify strengths that were evident and to specify areas in need of improvement. Initially, post-observation conferences are conducted to review each lesson the teacher candidate has taught. As a number of daily instructional responsibilities increases for the teacher candidate, a given conference time may be devoted to reviewing several recently taught lessons. Similarly, the length of these conferences is usually longer early in the semester and decreases as the semester progresses.

Planning conferences are conducted weekly. The purpose of these conferences is to determine the teacher candidate’s involvement for the upcoming week in observing, assisting and teaching. One responsibility in this conference is the completion of the Projected Weekly Schedule document that will be submitted to your university supervisor.

General conferences during the semester are summarized by the teacher candidate. Note: Additional information and guidelines on conferences may be found in the program packet. If more than one teacher candidate is in a school, all teacher candidates participate in the scheduled general conferences. Depending on availability of presenters, the clinical supervisor or clinical associate will finalize topics, presenters and conference dates. This inclusive participation maximizes efficiency for conference presenters. Clinical supervisors, with input from teacher candidates, determine conference topics, presenters, and dates/times. In schools served by clinical associates, this individual coordinates the scheduling of general conferences. Contact with potential presenters should be made by the clinical supervisor or clinical associate. Some conference possibilities include: principal - behavior management in the school; media center specialist - availability and utilization of resources; guidance counselor - counseling services available to teacher candidates; special education teacher - process for special education referral; classroom teacher - getting ready for the first day, week, year of teaching. The suggestions that have been offered are possibilities, not recommendations. Teacher candidates and clinical supervisors should consider a range of possibilities.
OBSERVING

One of your first activities as teacher candidate will be observing. Observations will be helpful in building a data base of strategies that ultimately influences your teaching.

Several different actions are part of observing. Look to see what is going on. Analyze the relationship between the stimulus of the teacher action and response of students. Consider elements that helped an activity go well and elements that interfered with the effectiveness of an activity. Talk with your clinical supervisor about your observations.

Should you observe the instruction of teachers other than your clinical supervisor? Absolutely. When should these observations occur? There is good support for these observations to be scheduled throughout the semester. During these observations, observe carefully. At some point following the observation, it would be good to conference with the teacher whose instruction you observed. The conference would enable you to get additional insight into the teaching that occurred. Reminder: your clinical supervisor will need to work with you in scheduling these observations.

Should observations be structured or unstructured? Support can be generated for both approaches. Sometimes, it is a good idea to go into a period of observation with a particular focus in mind. For example, during one observation, you may want to watch for behavior management tactics. In another observation, however, you may opt to be open to a variety of previously unidentified elements that surface as impressionable. Observation recording sheets are included in this handbook.

ASSISTING

Assisting is a responsibility that occurs during an activity for which the clinical supervisor is responsible for instruction. During independent or small group work time, walk around and monitor student work. As you determine a need for help, take the initiative and interact with students. The element of assisting is very important in preparing you to assume instructional responsibility for the classroom. Get involved. Don’t hesitate; during your first week in the classroom, become involved with assisting.

TEACHING

The observing and assisting that you do serve as a crucial foundation for the most important element in clinical practice—instruction. Late in the first week, or by the beginning of the second week, you will assume instructional responsibilities. Typically, you begin by being responsible daily for approximately 60-90 minutes of instruction.
The next week you will be responsible each day for teaching approximately 90 minutes. This pattern of increasing the amount of teaching continues until you are responsible for the entire instructional day. Your all-day instructional responsibility will continue for four weeks. Following those weeks, you will begin a gradual reduction in the amount of teaching that you are doing.

A suggested pattern for the amount of teaching that is to occur during the semester appears in the Teacher Candidate Involvement section of this handbook. Keep in mind that the information is only a suggestion. Actual decisions about amount of teaching are dependent on a number of factors that are unique to each clinical practice assignment. Using suggested guidelines, the clinical supervisor and teacher candidate determine when and how much teaching will occur. With the approval of the university supervisor, the amount of teaching could exceed that which is suggested. However, the minimum amount is to be met.

**WEEKLY SCHEDULE**

Each week your university supervisor is to receive a copy of your projected schedule for the next week. A copy of this form is provided in this handbook. It must be received by the university supervisor no later than the Friday proceeding the upcoming week. Receiving schedules by that time enables the university supervisor to develop a plan for visitations in the approaching week.

This schedule is to be developed cooperatively by you and your clinical supervisor. On a weekly basis, it is a good idea for you to have a consistent day and time for a conference to develop this form.

Your university supervisor will have a primary interest in the periods that you will be teaching. Observational visits are planned to observe your teaching. For periods that you have listed as ones in which you will be teaching, make note of activities in which extended, direct teaching will not occur. Examples might be showing a video or administering a test. These are important instructional responsibilities; however, your university supervisor may choose to visit when you are more directly involved with teaching. Important reminder: the schedule for your teaching may change after you have mailed the form to your university supervisor. If this happens and you will not be teaching a subject that was originally labeled as a teaching responsibility, notify your university supervisor of this change. Make the notification as early as possible. This will help to avoid an unnecessary trip; one that must be repeated.

Take care in developing the form. Submit to your university supervisor by the identified day and in the specific format.
# PROJECTED WEEKLY SCHEDULE

**WEEK OF_____________________________**

**TEACHER CANDIDATE__________________________**

**SCHOOL____________________APPROVAL OF CLINICALSUPERVISOR_______**

(Initials/date)________________________________________________________________________

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*Enter the code letter that represents your responsibility for each class period.

*Code: O - Observe  A - Assist  T – Teach

33
Clinical Supervisor Guidelines

College of Education
Georgia Southern University
Statesboro, Georgia
INTRODUCTION

We are pleased that you have chosen to be a part of the Georgia Southern University supervision team. Thank you for opening your classroom up to a teacher candidate.

You are a very important member of our supervision team. Your role as a clinical supervisor will offer significant influences that impact the teacher candidate’s growth.

The information that follows is provided with the intent of offering structure for the job you do and to generate some degree of consistency for the very diverse clinical practice population that we serve.

RESPONSIBILITIES OF THE CLINICAL SUPERVISOR

You fulfill many different responsibilities as clinical supervisor. During this semester your teacher candidate will take on increasing responsibilities for the classroom over the fifteen week clinical practice experience. During this time you will oversee their professional development, as they refine and acquire new teaching skills. Your roles during the semester fit into four categories: Coach, Assessor, Mentor, and Planner.

Coach

Webster’s definition for a coach is someone who instructs or directs. As a clinical supervisor you will instruct and direct your teacher candidate in a variety of capacities during the semester. You will coach them in all areas of the teaching profession, planning, instruction, assessment, and classroom management to name a few. As a clinical supervisor your goal is to help your teacher candidate learn to solve their own problems so that they can become responsible, reflective, and effective teachers. The teacher candidate is a practicing professional and it is your responsibility to provide them with a professional atmosphere that will allow them to practice and refine their skills.

Assessor

In order to provide assessment and feedback to your teacher candidate, a major responsibility for the clinical supervisor is observing the teacher candidate. Your observations begin when the teacher candidate enters your classroom and continues into the hall, lunchroom, media center, or anywhere you and the teacher candidate go throughout the day. As an observer you will want to take note of the teacher candidate’s interaction with your students. As you observe the teacher candidate be sure to focus on the impact they have during one-on-one instruction, small groups, and during direct instruction of your students. Teacher candidates should always be providing instruction that helps P-12 students grow.

As an assessor you must provide the teacher candidate with on-going feedback that will assist them in developing and refining their abilities as a teacher. Teacher candidates want and need on-going feedback to affirm what they are doing well and to identify areas that need improvement. Feedback can come in a variety of forms, written, oral, informal, formal in a conference setting, direct or indirect. However, always make sure it is clear and well documented.
There are many effective ways to offer feedback to the teacher candidate. It is the clinical supervisor’s responsibility to establish an environment of trust that provides for effective communication between the clinical supervisor and teacher candidate. Some tips that may help develop a trusting environment are: discuss problems immediately, provide specific feedback, identify regular times for feedback conversations, support, encourage, and recognize a teacher candidate’s successes, accept differences in a teacher candidate’s teaching style, and evaluate your teaching with the teacher candidate.

Clinical supervisors are required to complete four formal observations of teacher candidate’s instruction. The clinical supervisor will share written observation notes and feedback with the teacher candidate in a conference setting within 24 hours of the observation.

Throughout the semester you will be required to provide regular and formal evaluations of your teacher candidate. These evaluations are described in the program packet. Additionally, you will be asked to complete a final evaluation at the end of the semester.

**Mentor**

A mentor may provide information, serve as a role model, act as an advisor, guide or advocate. As a clinical supervisor, you will find yourself taking on all these roles as you work with a teacher candidate. Initially you will provide your teacher candidate with a great deal of information to help them make the transition into your classroom. As they observe you in the role of teacher you will model effective instructional and classroom practices, such as planning and teaching standards-based lessons, using time effectively during the school day, demonstrating a wide variety of instructional techniques and strategies that engage learners, modeling a variety of authentic methods of assessment, interacting with parents, participation in grade level meetings, co-teaching, and providing a safe and nurturing learning environment. As a mentor, you are passing along the tools of the teaching profession.

**Preparer**

There are many things a clinical supervisor can do to prepare for a teacher candidate. Below is a list of some things that will help make the teacher candidate feel welcome and a part of the instructional team:

- Meet with the teacher candidate prior to the being of the Clinical Practice semester.
- Provide introductions of the teacher candidate to administrators, faculty & staff members, students and parents.
- Provide your teacher candidate with a desk or dedicated work space.
- Inform parents of the teacher candidate and their role in your classroom during the semester.
- Review the faculty handbook with your teacher candidate.
- Share the “unknown/hidden” information – unspoken rules of the school and classroom.
- Assemble information such as class roll, daily schedule, bell schedule, classroom rules, text books, etc.
- Discuss important curriculum and student information that will help with instructional planning.
- Share important dates and special events that will occur during the semester.
- Identify times for planning and conferencing throughout the semester.
- Identify time to meet with the university supervisor for orientation and conferences.
INTERACTING WITH THE UNIVERSITY SUPERVISOR

The two of you form an influential supervision team. You have a variety of opportunities to interact with the university supervisor: weekly, through your teacher candidate evaluation form and at least six times when the university supervisor visits your classroom. Please share your teacher candidate’s successes and difficulties and any documentation if problems occur. A minimum of four observations will be spread over the semester so the university supervisor sees the teacher candidate develop over time and supports them through this experience. If the teacher candidate experiences difficulties, additional observations will be made to support the teacher candidate and the clinical supervisor. If need for communication arise at other times, do not hesitate to contact the university supervisor. During the first conference with your university supervisor, be sure to get contact information. These would include telephone number, FAX number and e-mail address. If you are unable to get in touch with the university supervisor, contact the Office of Field Experiences (912) 344-3155.

PROFESSIONAL DEVELOPMENT SUPPORT

**Intervention Process**

Research states that teacher development occurs in identifiable stages. Teacher candidates do not progress through these stages at that same rate. Rather than questioning whether problems will surface, the question becomes, "What is the plan to support a teacher candidate when they struggle during the semester?" Possible areas of concern may include planning, instruction, assessment of student learning, classroom management, negative impact on P-12 student learning, and lack of professional behavior. When candidates struggle in clinical practice, a structured intervention process is put in place to document the areas of concern and to provide scaffold supports by university and clinical supervisors to provide opportunities for teacher candidates to be successful.

Written documentation is important when there is a problem that is persistent over time, or when a significant problem is evident. There are four stages of support that provides documentation for teacher candidates that struggle in field experiences. The four forms of support documentation are: (1) Student Concern; (2) Professional Support Plan A; (3) Professional Support Plan B and (4) Probationary Status Agreement. If these four forms of scaffold support do not result in improved performance by the teacher candidate, the Failure to Complete in the Semester of Enrollment document is used to end the field experience or clinical practice.
Student Concern
- Talk with the teacher candidate about the area(s) of concern in performance (planning, teaching, classroom management, or professionalism).
- Discuss specific strategies that may help improve the candidate’s performance.
- A Student Concern document is developed. The document is developed to provide the teacher candidate with written documentation of areas in need of improvement. A meeting will be held with the teacher candidate, clinical supervisor, and university supervisor to discuss concern(s) and to provide improvement strategies. It is the teacher candidate’s responsibility to immediately begin to implement strategies and show improvement in the area of concern. If improvement is not demonstrated then a Professional Support Plan will be the next step in the intervention process.

Professional Support Plan A & B
- If improvement is insufficient or does not occur consistently based on the Student Concern document, the university supervisor must be informed and a three-way conversation must take place to determine why there has been no significant improvement.
- A Professional Support Plan is developed when difficulties have persisted with minimal consistent demonstration of improvement. The Plan is developed to identify areas in need of improvement, explain the action plan for improvement and document the timetable for monitoring anticipated progress. The form is written by the university supervisor in concert with the clinical supervisor, and is discussed with the teacher candidate. The university supervisor will inform and discuss the situation with the Program Director prior to holding a meeting with the teacher candidate and clinical supervisor. If appropriate progress is realized as written in the agreement, the Professional Support Plan does not impact subsequent evaluations. If the teacher candidate fails to meet the agreement benchmarks, he or she will be moved to Probationary Status. A maximum of two (2) Professional Support Plans (each for different areas of concern) are allowed during each field experience and clinical practice.
Additional Concerns
- If a second area of concern arises during the Clinical Practice experience, the clinical supervisor and university supervisor will consult and determine if the documentation will be a second Professional Support Plan B

Probationary Status Agreement
Probationary status results from one of two events:
1. Inadequate progress based on the Professional Support Plan action plan and evidence.
2. The occurrence of a major unacceptable event.

The University Supervisor and Program Director, in collaboration with the Director/Coordinator of Field Experiences and Clinical Practice, determine whether an incident is sufficiently egregious to require immediate probationary status. A probationary meeting occurs to clarify and identify areas in need of improvement, explain the action plan for improvement and share the timetable for monitoring anticipated progress. The form is written by the university supervisor with the clinical supervisor. Before the meeting is held, the university supervisor will share information about the teacher candidate with the Program Director who will then share and discuss this information with the chair of the department and Director/Coordinator of Field Experiences and Clinical Practice. The meeting will be conducted at the school site by the Director/Coordinator of Field Experiences and Clinical Practice. Expected attendees for the meeting are: the teacher candidate, the clinical supervisor, the university supervisor, the clinical associate and/or principal, program director, and the Director/Coordinator of Field Experiences. At the conclusion of the meeting, the university supervisor will obtain all signatures required by the document. Signatures will be obtained from the program director and chair of the department after the meeting with the teacher candidate.

Establishing probationary status is a significant step. Appropriately acting on the information provided is a primary consideration in the teacher candidate’s eligibility for continuation. One Probationary Status Agreement is permitted during each field experience and clinical practice.

Failure to Complete
Failure to complete a field experience or clinical practice may occur when suggestions from the Probationary Status documents have not been appropriately incorporated or with the occurrence of a sufficiently egregious incident. The University Supervisor and Program Director, in collaboration with the Director/Coordinator of Field Experiences and Clinical Practice, determine whether an incident is sufficiently egregious to require immediate removal from the field experience. Examples are, but are not limited to, ethics violations, insubordination, and/or continuous disrespect. Removal may be immediate and may occur without the benefit of Professional Support Plans or Probationary Status documentation. When school personnel request that candidates be removed from the school for performance or professional reasons, a new field placement will rarely be identified until the following semester. The form representing failure indicates the contributing factors and options for future academic enrollment by the teacher candidate. Teacher candidates may repeat each one time.

Intervention Forms
Intervention forms are found in the teacher candidate section of the Clinical Practice Handbook.
EVALUATING THE UNIVERSITY SUPERVISOR

Clinical supervisors evaluate university supervisors with whom they work. You will complete this evaluation through an electronic format in Chalk and Wire.

HONORARIUM

The College of Education at Georgia Southern University recognizes the valuable contributions to the preparation of P-12 educators by its partners in the field. Clinical supervisors will receive $275.00 for supervising a teacher candidate for the entire semester. Sometimes, more than one teacher is officially designated as clinical supervisor for a given teacher candidate. In this case, the clinical supervisor is compensated based on the highest honorarium.

CLINICAL ASSOCIATE and/or PRINCIPAL

As a result of accommodating a high volume of Georgia Southern teacher candidates, many schools have a clinical associate. Clinical associates are selected by the Office of Field Experiences & Clinical Practice and school administrators. Clinical associates serve as the liaison between the school and the College of Education. The clinical associate works in collaboration with the Director and Coordinator of Field Experiences and building principal to facilitate all practicum, methods, clinical practice, and internship placements requested by teacher preparation programs.
University Supervisor Guidelines

College of Education
Georgia Southern University
Statesboro, Georgia
INTRODUCTION

The role of university supervisor is a critical component to the clinical practice process. The primary role is to serve as the liaison between the teacher preparation program and the P-12 school. The university supervisor is responsible for communicating program standards and expectations for clinical practice to the clinical supervisor and teacher candidate. The role of university supervisor is multi-facilitated and includes being a facilitator, mentor, counselor, advocate, and troubleshooter. The university supervisor carries these roles out by building positive and productive relationships between the College of Education and the school.

VISITS TO TEACHER CANDIDATES

On at least SIX different occasions you will visit teacher candidates in their schools. The visits occur over an extended period of time and offer you considerable involvement which will enable a comprehensive perspective for your evaluation of the Clinical Practice experience.

- Visit One – Orientation
- Visits Two-Five – Observations
- Visit Six – Final Conference

Upon entering the school, you become a representative of the University. Teachers and other faculty members may have questions about Georgia Southern. Your cordial, informed response will leave an impression. While no one knows all answers to all questions, be prepared to offer the name of a contact person who may be in a position to offer assistance.

Be sure and wear your Georgia Southern University name badge. On each visit to the school, report first to the reception area designated for visitors. Schools require that visitors sign in; some require visitors to wear a name badge provided by the school. At this time, let the secretary know with whom you will be visiting. Upon leaving the school, stop back by the office and sign out (if required) or notify the secretary of your departure. Your checking in and out, along with providing the secretary a schedule of planned visits, facilitates locating you, should the need arise.

On at least one of your visits to the school, set up an appointment to spend a few minutes to talk with the principal. Let them know of our appreciation and be attentive to suggestions or ideas they may have for us.
VISIT ONE – Orientation

The university supervisor will conduct an orientation for the clinical supervisor and teacher candidate. The clinical supervisor orientation will occur at a time that is convenient for both the clinical and university supervisor. This orientation session will take place at the school.

In orientation sessions, you will use information from the program packet in providing a clear, specific overview of the clinical practice process and responsibilities. At the conclusion of both orientations, teacher candidates and clinical supervisors should have a good understanding of what is expected of them.

This first visit is an important time for you to gather, as well as share, information. Early impressions from the school (clinical supervisor and teacher candidate) will be primary sources for your consideration. They will have an impact on that conference as well as on future visits. In this first visit, you may want to offer an overview of the teacher candidate expectancy sheet, review evaluation forms that are to be used and see if there are questions.

Perhaps one of the most important outcomes of visit one will be the element of team collegiality that you initiate to support the teacher candidate. You are the key component in its development. The questions you ask and the thoughtfulness of your responses will solidify that Clinical Practice really is a team effort.

VISITS TWO THROUGH FIVE - Observations

University supervisors will complete four formal observations of the teacher candidate. If warranted additional observations may occur. The structure for these visits is very similar. On each visit, several activities occur: observe the teacher candidate's instruction; conference with the teacher candidate and clinical supervisor (may be conducted together or independently); and read the teacher candidate's written work.

Observation of the teacher candidate's instruction offers a broad scope of instructional practices and decisions. The written observation notes and feedback will generate the focus for the conferences that follow.

The conferences that you conduct after each observation are critical in the Clinical Practice process. For the purpose of conference content, they will be considered independently. However, the ideas that are suggested could be incorporated into a single setting with both parties.
Some conferencing strategies could be:

**Teacher candidate**

- Provide the teacher candidate an opportunity to reflect on the teaching that occurred and the impact it had on P-12 student learning.
- Guide the teacher candidate in moving beyond feelings about their teaching to reflecting on evidence of their planning, teaching, and assessment and the impact on the P-12 learners and future instruction.
- Discuss events from the lessons that were not included in the teacher candidate's comments. Allow the teacher candidate an opportunity to consider and respond to the situation(s) you described. This time of reflection, at your direction, is most important in the teacher candidate's development.
- Address areas of concern that were not connected to the lesson observation.
- Encourage the teacher candidate to ask questions about any concerns that have not been addressed.
- Provide an opportunity for the teacher candidate to summarize the conference. Comments would focus on affirmations, suggestions, and areas of consideration for improvement. Offer ideas of yours that the teacher candidate did not include, as well as a follow-up to comments that were provided.

**Clinical Supervisor**

- Provide an opportunity for the clinical supervisor to share reflections of the teacher candidate from activities in previous days and weeks. These ideas will be important in enhancing your perception of the total experience.
- Exchange ideas on the period of instruction that you just observed.
- Encourage questions from the clinical supervisor relative to any concerns that exist about the Clinical Practice experience.

These conferences with teacher candidate and clinical supervisor are vital. The reflecting that you nurture will serve as a long-term influence. The reflections will help the teacher candidate to more clearly see instructional-self and will support the clinical supervisor in considerations of self as supervisor.
VISIT SIX – Final Conference

This visit involves collecting formal final evaluations and conferencing with the teacher candidate and clinical supervisor. As with previous conferences, you may choose to visit with teacher candidates and clinical supervisors independently or together. Individuals in both of these roles have significant information to share with you:

- Highlights of the experience;
- Difficulties that were experienced;
- Impact on student learning;
- Suggestions for the:
  - teacher candidate,
  - clinical supervisor,
  - university supervisor.

Reflections by the teacher candidate on the effectiveness of courses taken to prepare for teaching.

PROFESSIONAL DEVELOPMENT SUPPORT - Intervention Process

Research states that teacher development occurs in identifiable stages. Teacher candidates do not progress through these stages at that same rate. Rather than questioning whether problems will surface, the question becomes, "What is the plan to support a teacher candidate when they struggle during the semester?" Possible areas of concern may include planning, instruction, assessment of student learning, classroom management, negative impact on P-12 student learning, and lack of professional behavior. When candidates struggle in clinical practice, a structured intervention process is put in place to document the areas of concern and to provide scaffold supports by university and clinical supervisors to provide opportunities for teacher candidates to be successful.

Written documentation is important when there is a problem that is persistent over time, or when a significant problem is evident. There are four stages of support that provides documentation for teacher candidates that struggle in field experiences. The four forms of support documentation are: (1) Student Concern; (2) Professional Support Plan A; (3) Professional Support Plan B and (4) Probationary Status Agreement. If these four forms of scaffold support do not result in improved performance by the teacher candidate, the Failure to Complete in the Semester of Enrollment document is used to end the field experience or clinical practice.
Student Concern

- Talk with the teacher candidate about the area(s) of concern in performance (planning, teaching, classroom management, or professionalism).
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Additional Concerns

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Intervention Forms

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EVALUATIONS

- University supervisor completes all required evaluations:
  - Evaluation of teacher candidate per directions in program packet.
  - Evaluation of clinical supervisor, on-line in Chalk and Wire
- University Supervisor will enter final grades and Key Assessment data electronically at the end of the semester.

GRADING CLINICAL PRACTICE

Teacher candidates earn a grade of satisfactory "S" or unsatisfactory "U". The university supervisor is the instructor of record. However, grade determination is a result of extensive consultation with the clinical supervisor. Should the two supervisors not be in agreement on a grade assignment for the teacher candidate, program director and/or department chair are available to meet with them for discussion of grade delineation. This occurs at the invitation of the clinical supervisor and/or university supervisor.

TRAVEL REIMBURSEMENT

Consider all of your teacher candidate placements. Develop a travel schedule for the semester that maximizes your efficiency and minimizes costs. Developing a schedule before the beginning of the term seems to give positive structure for fulfilling Clinical Practice supervision responsibilities.

Travel reimbursement applies to all supervision within a 70 Georgia Southern University service region. University supervisors will be reimbursed for roundtrip mileage incurred from the point of departure to the school. The point of departure will be either the university supervisor’s residence or headquarters (College of Education), whichever is nearer to the destination point. If multiple schools are visited in one day the mileage accumulates from school to school, unless the faculty member returns to campus for other business between school visits. Odometer readings are no longer necessary for mileage reimbursement. Roundtrip mileage is all that is required. University supervisors will be reimbursed at the rate established by the State of Georgia for travel in a personal vehicle.

The travel expense statements can be obtained at https://drive.google.com/file/d/1qxsVMeXbx9Y0FWLoV9mVWyuswFumUcq/view and MUST be submitted monthly to the chair of the department for a signature. The department secretary will then submit the form to the Initial Educator Preparation and Assessment. Travel forms for the final month of each semester must be submitted by the last day of exams in order to guarantee reimbursement. All travel expense statements will be processed within two days of documents arriving in the Office of Undergraduate Teacher Education. Travel reimbursement is directly deposited into your bank account.

Undergraduate supervision will be reimbursed by the Initial Educator Preparation and Assessment for roundtrip mileage incurred during the supervision of undergraduate teacher candidates.

MAT supervision (traditional placements and teachers of record) will be reimbursed by graduate travel funds through the Associate Dean for Graduate Education. MAT university supervisors are requested to note on the top of page 2 of the reimbursement form “MAT supervision” to assist in the reimbursement being processed from the correct fund.