



Clinical Educator **Orientation** and Mentorship **Module**

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Office of Field Experiences

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WELCOME BHSU Mentor Teachers

- Thank you for hosting our intern in your classroom this semester!
- Mentor teachers (clinical educators) play a very important role in the success of student teacher interns.
- The following information will help define your role and responsibilities as a mentor teacher. We will also explain what you should expect from your student intern during this critical stage of our teacher preparation program.

Objectives of Orientation Module



- ❑ Provide an overview of the student teacher process
- ❑ Discuss the roles and responsibilities of the clinical educator
- ❑ Expectations of student teacher interns
- ❑ The evaluation process
- ❑ The website www.bhsu.edu/fieldexperiences
- ❑ The electronic portfolio performance assessment for teachers (PPAT)

Student Teaching Experience Goals

- ❖ Increase teaching skills/strategies that impact student learning. Incorporate self-analysis to properly assess strengths and weaknesses of instruction.
- ❖ Embrace diversity within the classroom and increase knowledge of human development that will promote student learning.
- ❖ Understand the roles of all school stakeholders that are engaged in the teaching and learning process.
- ❖ Express the importance of setting professional growth and development goals.
- ❖ Demonstrate the ability to differentiate instruction.
- ❖ Learn how to process and act upon constructive feedback given by supervisory personnel that will strengthen teaching skills.

High Expectations and Standards for Student Teacher Interns

- Student teacher interns are **novice** teachers; however we always stress high expectations in terms of performance.
- Our education program adheres to the traditional South Dakota Teaching Standards as well as Interstate Teacher Assessment and Support Consortium (In-TASC)
- Early detection of problem areas for corrective actions is addressed with the university supervisor first, then with the Office of Field Experiences.

[Internship Phases]

Tentative: PHASE- IN SCHEDULE

Phase I - Orientation

Phase II - Assuming Partial Responsibility

Phase III - Teaching Responsibility

Phase IV - Transfer of Responsibility

Welcoming Student Teachers



- ❑ Help student interns feel a part of school faculty
- ❑ Provide a workspace if possible for intern
- ❑ Topics of discussion with student interns:
 - School policies and procedures
 - Classroom expectations
 - Conferencing and two-way communication is key

Creating a **Positive** Climate for the Student Teaching



- Develop an atmosphere that supports dialogue and discussion – share advice, provide constructive feedback, and encourage open communication.
- Establish a climate that allows the student teacher to develop skills through practical applications in the classroom.
- Encourage and support.

Planning/Logistics with Interns



- Provide a general orientation to school and classroom rituals and routines.
- Discuss basic instructional materials and faculty classroom operating procedures.
- Establish goals and provide expectations in terms of protocol for lesson plans, unit plans, and evaluations.
- Plan (with university supervisor) for induction into teaching process and gradual assumption of primary classroom responsibility.



Student Learning... First

- We absolutely recognize that the needs of the students in your classroom are always the first priority. Some student interns are more advanced than others in terms of assuming teaching responsibilities. Please use your professional judgment to assess the abilities of your student intern.
- Collaborate with the assigned University Supervisor to determine the readiness of the intern to assume total of teaching responsibilities.
- Please refer to the “phase in schedule” provided during the initial visit to give you a tentative guideline/timeframe to follow for the internship.
- When possible, allow the student teacher intern the necessary latitude to interject his/her own ideas and strategies to achieve the curriculum goals and objectives.
- Keep student teacher interns focus on student learning by providing opportunities to demonstrate the ability to assess the students level of performance. At that point allow them to plan and implement strategies to improve student learning.

Co-Teaching Phases

- Co-teaching is when *the clinical educator and the student intern* are ***working together with students and sharing the delivery of instruction.***

- Allow the student intern to gradually present portions of appropriate lessons and/or work with individuals or small groups.

- This is a suggested model that we have found to be successful with most student interns. Please collaborate with the assigned university supervisor to decide the best approach for your classroom.



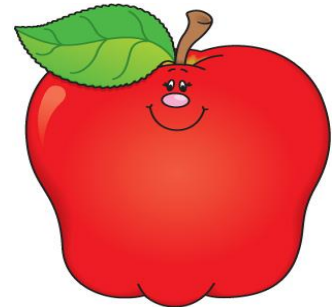
Student Teacher Intern Attendance Requirements

- Interns are expected to follow the **school district calendar** (not the university calendar) including vacations, holidays, workdays, inclement weather closings etc.
- In the event of an emergency when an absence is required, interns will notify you and the field experience office by filling out the “Leave of Absence.”
- Multiple absences, and/or frequently arriving late or leaving early, is not permitted. Be sure to inform the assigned university supervisor asap. The office of field experiences determines possible extension for excess absences.



Student Intern Schedule Requirements

- Student interns are expected to:
 - Observe the same schedule or suggested schedule of the clinical educator.
 - Attend professional conferences including faculty meetings, parent conferences, workshops; although encouraged, it is left to the discretion of the clinical educator and university supervisor.
 - Take part in extra-curricular activities as appropriate.



Schedule and the Student Teaching Experience

- Mentor teacher, university supervisor, and student intern work together to develop an appropriate schedule to cover a broad range of experiences.
- Things to consider:
 - School's schedule and program design, including special instruction and testing.
 - Incorporation of co-teaching strategies.

Upon arriving at placement site, student teacher intern should provide the University supervisor with a daily schedule.

On Campus Seminars

Excused Absences = No Leave-of-Absence form is required if attending these five Meeting Dates. (Out-of-area placements are excused.)

- Mandatory Orientation @ BHSU.
 - August 27, 2019 (10am – noon) for Fall 2019 student teachers
 - December 5, 2019 (4pm-6pm) for Spring 2019 student teachers
- Three Mandatory PPAT seminars
 - Student Teacher Interns have a list of dates.
- Student Teacher Interns are required to attend the exit seminar the Friday before graduation even if they are not done with their internship

Student Intern Professional Dispositions

- Student teachers must demonstrate professional attitudes and actions:
 - Follow school's rules and policies.
 - Be courteous to teachers, staff, pupils, and school community.
 - Meet school's standards of dress, behavior, and personal appearance.
 - Place school responsibilities ahead of personal matters.
 - Safeguard knowledge from access to confidential records or personal information
- Please share any concerns immediately with university supervisor or Field Experience Director

The Student Teaching Experience



“Hands On” Practical Application Works!

Internship

Notes and Suggestions



- Approve lesson plans **prior** to instruction.
- **Observe informally daily** - provide oral feedback on classroom management skills and at least one lesson or activity.
- Mentors and university supervisors serve as vital resource for all facets of the experience – curriculum, the teaching process, professionalism, supplies, equipment, etc.
- Work closely with the university supervisor to ensure that the student teacher interns are meeting university goals and expectations.
- Continue systematic feedback and support as intern assumes primary classroom responsibilities.

Reflection, Collaboration and Communication Suggestions

- Apprise student intern of progress during each phase and revise goals and expectations as necessary.
- Meet formally at least **once a week to discuss progress**, review short and long term instructional plans, and identify objectives for the upcoming week. Complete the “Weekly Review” if requested by the university supervisor.
- Enter your evaluations on the field experience website at the designated time(s) during the semester. Waiting to the end to submit evaluations could be too late to help an intern.
- Complete required forms as per the list on the website - under “Clinical Educator.”



Reflection, Collaboration and Communication (continued)

- Clinical educators complete a final appraisal summarizing the whole experience.
- Share your evaluation/feedback with the student teacher and university supervisor.
- Provide student intern opportunities for professional growth by encouraging observations of other educators, attendance at professional development workshops, and participation in instructional initiatives.
- Review the intern's professional growth plan (PPAT) and sign it. It is due no later than the exit seminar.

Observations and Assessments

- Regular informal observations and feedback are recommended.
- Single placements are 16 weeks in length- Dual placements 18 weeks, split into two sessions of 8-10 weeks depending upon the content area of student interns.
- Clinical educators at each placement site complete an initial visit, 2 to 4 observations and a final evaluation.
- University supervisors complete (4) formal evaluations at single placement sites & (2 or more) at each split placement site, after the initial visit at each site.
- * In the event that your student intern's performance is deemed unsatisfactory, please contact the university supervisor immediately.
- * A Plan of Assistance (POA) is initiated after the first intervention by the supervisor and clinical educator. When needed, the supervisor will call for a meeting at the school with the clinical educator, intern, and director of field experience.



Praxis Performance Assessments for Teachers (PPAT)

- This electronic portfolio Praxis performance assessment for teachers (by ETS) is completed during the student teaching placement. Student interns have received information concerning successful completion and will provide you with additional information.
- Students that video tape lessons for the PPAT should get ETS permission forms approved by the school administration and clinical educators in advance. Students participating in video-taping must have signed permission forms. School district might have additional policies regarding videotaping.

The role of the University Supervisor

- The university supervisor is the primary liaison between the cooperating schools and BHSU.
- He/she will schedule a visit near the beginning of the semester to discuss the program requirements and subsequent scheduled site visits.
 - To discuss and review lesson plans expectations
 - To observe lessons being taught by student interns and to provide subsequent feedback
 - Conduct (4 or more) formal observations per site placement / collaborate with clinical educator (2 or more) for split site placements
 - Assist students to successfully complete the Praxis performance assessment for teachers (PPAT)
 - Clinical Educators contact the University Supervisor with questions or concerns

The Grading Process

- The director of field experience is ultimately responsible for the student intern's final grade, upon recommendation from the clinical educator and university supervisor. (Gold Grade Sheet)
- Your input, recommendations, and evaluations are critical to the grading process.
- Your assessments, narratives, and feedback assist us to accurately measure the student intern's performance level and readiness.



Clinical Educator Stipend & Application

- Stipend packages, with instructions, will be hand delivered by your assigned student intern
- The BHSU Accounts Payable department will pay stipends to clinical educators approximately 4-6 weeks after the conclusion of student teaching.
- Some school districts require that the stipends are mailed to the business office while others are mailed directly to the clinical educators.
- As of spring 2017:
 - 16 weeks - \$400
 - 10 weeks - \$250
 - 8 weeks - \$200

[Thank you for your support!



- Please feel free to contact BHSU Office of Field Experiences if you have any questions, comments or concerns
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