

Responsibilities of the Clinical Resident Coach

The responsibility of the Clinical Resident Coach is to assist the teacher resident in understanding and assuming the role of the *Professional Educator*. This demands supportive supervision, modeling, guidance, and feedback on the part of the Clinical Resident Coach. A successful internship experience most frequently occurs when the Clinical Resident Coach acts as a personal confidante, instructional guide, and professional advisor. The following pages review and give specific examples of each of these major responsibilities:

Professional Guide

1. *Acquainting the teacher resident with the school, staff, students, teacher, parents and community by:*
 - Conferring with the teacher resident and building administrator to review district expectations during the workday, including the beginning and ending dates of the internship.
 - Introducing the teacher resident to the school community and explains his/her role in the manner which enhances the teacher resident's chance for success.
 - Creating an atmosphere of acceptance of the schoolteacher on the part of the pupils, parents, faculty and school community.
 - Touring the campus with the teacher resident and provides a map of the school.
 - Reviewing school policies, regulations and practices.

Instructional Guide

2. *Orienting the teacher resident to classroom rules, organization and management by:*
 - Sharing plans for creating a positive classroom environment and motivating students to succeed.
 - Introducing the teacher resident to classroom routines and rules, seating arrangements and other organizational plans.
 - Familiarizing the teacher resident with excuse forms, hall passes and other standard school forms.
 - Reviewing and implementing the Student Handbook and the Faculty Handbook.
 - Explaining and demonstrating/modeling procedures for notifying parents regarding grades and/or discipline policies including letters, phone calls and conferences.

3. *Providing a desk or work place, necessary instructional materials, resources, supplies and equipment. The Clinical Resident Coach should:*
 - Supply copies of textbooks, curriculum guides, charts, planning book, etc.
 - Explain the school's policy of the use of copiers and paper allotments.
 - Take time to teach the teacher resident how to use copiers, media equipment and other machines including computers.
4. *Guiding lesson plans and material development. The Clinical Resident Coach should:*
 - Explain goals and objectives in relation to scope and sequence.
 - Assist the teacher resident in examining the Standards of Learning/VDOE Curriculum Frameworks for the grade level they are assigned.
 - Assist the teacher residents in examining and discussing the Clinical Resident Coach's plans and the reasons for choice of methods, materials and activities.
 - Give specific help in the selection of instructional materials, including outside resources.
 - Assist the teacher resident in developing his/her own teaching plans (see ODU Core Lesson Plan format).
 - Demonstrate how to provide for individual student differences.
 - Identifying and demonstrate methods to check for student understanding and model how to monitor and adjust teaching.
 - Give constructive feedback on lesson plans before and after lesson.
 - Assist the teacher resident in preparing a substitute folder.
5. *Providing for positive learning experiences. The Clinical Resident Coach should:*
 - Offer specific suggestions through various modes (oral, written and modeling) for developing effective teaching techniques.
 - Gradually increase teaching responsibilities and gradually decrease them at the end of the semester, allowing for a maximum amount of full time teaching
 - Model effective teaching techniques when appropriate, even near the end of the internship experience.
6. *Modeling **assessment** of students' performance, grades, records, diagnostic tests, and placement. The Clinical Resident Coach should do the following:*

- Train the teacher resident to document and maintain records of pupil progress.
- Identify students with special needs, discuss and demonstrate appropriate instructional adjustments, and review legally required accommodations identified in the IEP.

7. *Acquainting the teacher resident with tasks. The Clinical Resident Coach should:*

- Make the teacher resident aware of the school calendar, announcements, schedules or changes in the daily routine
- Schedule the teacher resident for assistance with lunch, recess, assembly, detention duties, clubs and sports, etc.
- Provide teacher resident with information and skills to complete the range of routine tasks such as lunch counts, tardies, passes, signed excuses, bathroom procedures.
- Review district, school, and department policies regarding; attendance, lunch, playground, nurse, counselor, lockers, phone and leaving/returning to school.
- Define authority and legal requirements of the teacher resident in emergency situations (i.e. acts of violence, bomb threat, fire).

Professional Growth

8. *Providing continuous support, conferences and feedback. The Clinical Resident Coach will:*

- Provide for continuous evaluation through daily/weekly conferences, report sheets, logs and self-evaluation shared by the teacher resident (i.e. audio/video tapes).
- Provide for unsupervised teaching yet is still in close proximity and can be contacted at all times should help be needed.
- Maintain a frank, helpful and professional attitude when discussing the teacher resident's strengths and areas in need of improvement.
- Attempt to immediately resolve any conflicts; if no resolution is possible, refer the problem first to the university coach and school administrator, and second to the Director of Teacher Immersion Residency Program and/or ODU Assistant Dean of Teacher Education Services and Advising.
- Initiate early effective procedures for a teacher resident in jeopardy.