

Clinical Supervision for Educators

COMPONENT #: 8-409-305

POINTS TO BE EARNED: 30 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to focus on an update of pedagogical and improvement skills needed by clinical educators who assist developing professionals in the acquisition and practice of teaching competencies essential to effective classroom performance.

Upon successful completion of this component, the participant will be able to utilize the appropriate supervisory practice to enhance effective teaching competencies of developing professionals. Successful completion of all objectives of this component will allow for designated participants to facilitate trainings for the purpose of transferring the knowledge acquired to classroom teachers. Multiple opportunities for reflective thinking centered on helping teachers and students meet academic expectations and requirements will be provided.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| X Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| X Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | X Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | X PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

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IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|---|
| <input type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Demonstrate knowledge of the complete clinical supervision process.
2. Learn a variety of classroom observation techniques and utilize them to collect data regarding teaching behavior.
3. Demonstrate skills in conferring with developing professionals about instructional performance.
4. Demonstrate interpersonal communication skills required for effective conferences.
5. Demonstrate procedures recommended for directing supervisory conferences.
6. Understand the components of an effective professional development plan.
7. Demonstrate skills in writing professional development plans.
8. Demonstrate knowledge and skills in implementing a professional development plan.
9. Identify specific professional development that would benefit developing professionals concerned with specific professional and/or classroom issues.
10. Identify a variety of data collection techniques that may be used when observing instruction in the classroom.
11. Assess and display data collected during classroom observations.
12. Demonstrate superior leadership skills on the clinical supervision process.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in all lectures simulations, and assigned readings on:
 - o The clinical supervision process, (SLO 1)
 - o Analyzing teaching behavior, (SLO 2)
 - o Classroom observation and conferencing skills, (SLO 4 & 6)
 - o Professional development plans, (SLO 6-8)
 - o Data collection techniques used in clinical supervision (SLO 10 &11)
2. Conduct pre-observation conferences (SLO 1-12).
3. Conduct observations and collect data using the data collection methods taught (SLO 2, 10 & 11).
4. Analyze data collected from classroom observations (SLO 10 & 11).
5. Prepare data displays (SLO 11).
6. Conduct post-observation conferences (SLO 1-12).
7. Participate in a facilitator’s professional development in order to gain strategies for presentation of the component objectives (SLO1-12).
8. Document implementation of the clinical supervision process through submission of a structured interaction activity (SIA Form 0294) including appropriate utilization of

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designated classroom observation tools and pre/post observation conferencing skills along with development and implementation of a professional development plan.

9. Submit evidence of implementation and facilitation of training in the area of clinical supervision (SLO 1-12).
10. The instructor will apply predetermined criteria for establishing a successful level of competency for evaluation of items a-e:
 - a. Mastery of the component objectives (SLO 1-12)
 - b. Utilize appropriate supervisory practices when observing a developing professional in specific situational classroom activities (SLO 1-12)
 - c. Submit a questionnaire completed by the developing professionals in relation to implication for a change in behavior, improved job performance, improved instructional practice, and/or improved student achievement as a result of participation in the clinical supervision process (SLO 1-12)
 - d. Complete and submit a structured interaction activity demonstrating knowledge of the clinical supervision process, including appropriate utilization of designated classroom observation tools and pre/post observation conferencing skills along with development and implementation of a professional development plan (SLO 1-12)
 - e. Complete follow-up/feedback sessions as required (SLO 1-12)

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Evidence will include surveys, participant reflections, participant products.
2. Organizational support and change: Evidence will include participation, assignment completion, and survey to determine knowledge gained.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

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- X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

- Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Center for Professional Learning

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