

TO: Off-Campus Supervisors (**CSDS 257- Student Teaching**)  
FROM: Sabrina Nii, M.S., CCC-SLP, Clinic Director, Communicative Sciences and Deaf Studies  
RE: IMPORTANT SUPERVISOR INFORMATION

Thank you for supervising a student clinician as he/she begins his/her student teaching with you. This folder contains some important information for you to review. Including the checklist below of Learning Outcomes for you to use with your student to ensure the best possible opportunity for learning.

### **ATTENDANCE**

Student clinicians should be on time and should follow the lead of their clinical supervisor. The student's daily schedule is to be determined by the clinical supervisor.

### **CLINICAL HOURS**

Students can only count direct client contact hours (Ax & Tx) on their clockhours page in CALIPSO. Observation hours do not count as direct client contact. Students must complete a recommended, **100 hours** minimum until the last day of instruction in their student teaching placement. Students should maintain their clinical hours on the clockhours page in CALIPSO only and it is recommended that you approve them in CALIPSO, on a weekly basis.

### **LEARNING OUTCOMES CHECKLIST**

Although clinical experiences will vary depending on the school site, ideally students will learn to:

- Perform individual consultations, screenings, or whole class screenings.
- Identify students (ranging in age from birth to twenty-two) with special education needs related to speech/language.
- Understand and follow special education law related to the identification, assessment, determination of need, eligibility, and placement of students in special education (speech/language).
- Students will acquire basic knowledge of required statewide assessments and local, state, and federal accountability systems.
- The student will gain experience with a variety of speech and language disorders.
- Develop an assessment plan to address the areas of identified weakness.
- Learn how a student qualifies for services (eligibility requirements for the school district)
- Participate as a member of the multi-disciplinary team which includes the general education teacher, administration, special ed. teachers, O.T.'s etc.
- Develop a prior notice of an IEP meeting and conduct an IEP meeting.
- Attend a Student Study Team meeting:
- Align services and treatment with classroom curriculum with state standards.
- Schedule and implement treatment.
- Obtain and incorporate multiple sources of information in order to participate in progress monitoring and in decision making regarding eligibility and services.

- Obtain and incorporate diagnostic information derived from classroom observation of the student(s) and consultation and/or collaboration with the classroom teacher(s). Students will obtain practice in proficiently selecting, administering, and interpreting a variety of assessment instruments that are valid, reliable, and culturally sensitive to a variety of ethnically diverse clients in a school setting.
- Students will demonstrate proficiency in the effective use of interpreters/translators in the assessment of English language learners.
- Students will be exposed to and utilize criterion – referenced checklists as well as interview and observational techniques that are employed to gain information from general education instructors, special education teachers, and learning behaviors observed in the classroom as to collaborate with teachers to establish classroom based accommodation and modifications.
- Students will be exposed to assessments to evaluate students’ needs and strengths for the purpose of making accommodations, modifications, instructional decisions, and ongoing program improvements.
- Accurately analyze diagnostic information (e.g., derive scores, determine strengths and weaknesses, incorporate diagnostic information accurately into a written report, develop appropriate IEP goals/objectives based on diagnostic information, classroom observations, etc.)
- Become familiar with the full range of service delivery options including general education (e.g., regular classroom, pull-out, classroom instruction, consultation, collaboration.)
- Students will become familiar, in the instructional setting, with the computer-based technologies available in the school district in which they are placed.
- Experience and understand multicultural influences related to service delivery in the schools.
- Schedule a selected caseload (as appropriate)
- Align services and treatment with classroom curriculum/state standards and develop the knowledge and skills to meet the needs of students with disabilities including children on the autistic spectrum.
- Write sequenced lesson plans, implement the lessons, and modify the treatment techniques depending upon the student’s progress in treatment.
- Learn about and participate on transdisciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP.
- Learn to communicate effectively with the business community, public and non-public agencies (as available) to provide a cohesive delivery of services and bridge transitional stages across the life span for all learners.
- Students will learn to plan, implement, and evaluate transitional life experiences with students.
- Students will learn and become familiar with the process and information needed to plan for successful transitions by students (e.g. preschool to kindergarten, kindergarten to first grade, sixth to seventh grade, etc.)
- If placed in a 0-3 year old setting, students will learn to participate as a team member and/or case manager for the IFSP/IEP/transition planning process. Students will become familiar with the legal requirements of the IFSP/IEP/transition planning process.

- Use some method of daily record keeping – based on master clinician’s direction (e.g., charts, percentages, progress notes, etc.).
- Keep accurate student records (daily attendance, registers, or other student counts).
- Competently, provide speech therapy in individual and group settings (including classroom setting).
- Maintain behavior control of the students and direction of the lesson to promote a safe educational environment.

Major concerns expressed by the clinical supervisor regarding student conduct or attendance must be reported to the clinic director so support and guidance can be provided.

### **STUDENT PERFORMANCE EVALUATIONS AND GRADES**

Students should be evaluated using the **Student Performance Evaluation** in CALIPSO.

- At the midterm, please evaluate the student’s progress and review the Student Performance **midterm** Evaluation with the student. Let me know if there are any areas of concern immediately. If all is well, finalize the midterm in CALIPSO.
- At the end of the semester, please re-evaluate the student’s progress and review the Student Performance **final** Evaluation with the student. Finalize the Student Performance Evaluation in CALIPSO.

Student clinicians receive a grade of credit or no-credit as a result of their performance in their practicum assignment(s). The clinical supervisor and clinic director jointly confer with the student clinician as needed. A mid-term and final evaluation are completed on CALIPSO and presented to the student clinician by the on-site supervisor. Requirements by FINAL include:

- CSDS 257- Student Teaching
- MUST earn a 4.0 average out of 5.0 by final
- MUST earn a 3.0 or HIGHER on every item assessed by final
- May not receive a “FAIL” in any of the Professional Practice, Interaction, and Personal Qualities section of the assessment.

### **FAILING GRADES**

ASHA requires that the student receive feedback regarding his/her performance, particularly, if he/she may be in danger of failing his/her student teaching. Students are required to be given notice of any areas of deficiency, and an opportunity to improve on their skills. A **Clinical Remediation Plan (CRP)** is required at this point. You will be provided with direct assistance to help you with this process so please be sure to contact me if you have any concerns or questions as soon as they come up. **Please do not wait until the midterm, or final weeks of the student teaching experience to contact me.**

### **COMMUNICATION**

Please maintain ongoing communication with your student regarding his/her performance, as well as, your expectations of his/her attendance, performance, etc...throughout the semester. For students, it is as important for them to know what their areas of need are. It is also good to share what they are doing well, so they know what they are doing correctly.

### **QUESTIONS**

Please contact me at [sanii@mail.fresnostate.edu](mailto:sanii@mail.fresnostate.edu) or 559-285-1905 cell for assistance. Thank you for your time in preparing future speech pathologists for a career in our field.