

Education Specialist Mild/Moderate and Moderate/Severe University Clinical Practice Coach

Qualifications and Role Expectations

The University Clinical Practice Coach (Supervisor) is an adjunct member of the Kremen School of Education and Human Development. The University Clinical Practice Coach is responsible for the teacher credential candidates assigned to him or her by the Program Coordinator or designee. The University Clinical Practice Coach spends the vast majority of his or her time visiting, observing, coaching and meeting with student teachers in their assigned clinical practice placement sites. Serving as a liaison between the University and the cooperating schools, the University Clinical Practice Coach provides information to the schools about their assigned teacher candidates and the expectations for clinical practice in the Education Specialist Credential Program. In turn, the University Clinical Practice Coach communicates the cooperating schools' suggestions and their needs to the University for the improvement of the Teacher Education Program.

University Clinical Practice Special Education Coaches [hereafter referred to as 'University Coaches'] are credentialed individuals with expertise serving children with mild/moderate and/or moderate/severe disabilities. University Coaches have five or more years of successful special education experience in public school settings as a special education teacher, site-based administrator whose school site has/had special education programs, and/or a teacher preparation educator. University Coaches have training in effective supervision approaches; practice good communication skills; have expertise in content-specific pedagogy and instructional practices; and can articulate the University's philosophy of teacher education. University Coaches receive ongoing training and are knowledgeable about the program standards, the [Teacher Performance Expectations \(TPEs\)](#) and program assessments. A master's degree in a related Special Education field is preferred.

Becoming a teacher requires identity shifts and personal sacrifices and is often a transformative experience. University Coaches are their teacher candidates' advocates, mentors, and allies. University Coaches are responsible for their teacher candidates' holistic development in a supportive and nurturing manner with a growth mindset. University Coaches provide comprehensive support, ongoing feedback and regular availability to their teacher candidates. University Coaches provide differentiated supports to ensure each teacher candidate's success. University Coaches check in with each of their teacher candidates on a weekly basis through face-to-face, email, phone, and/or virtual formats. University Coaches provide a minimum of six formal coaching sessions with the aligned formative feedback (scripted notes or a rubric) to each of their teacher candidates. If needed, University Coaches may offer resources for wellness and basic needs to their teacher candidates or act as sounding boards when their candidates need to talk. The University Coach is a direct link between clinical practice (student teaching/ field placement) and program coursework.

State Requirements

The California Commission on Teacher Credentialing (CTC) requires all University Coaches be credentialed or have equivalent experience in educator preparation; be an expert in the content area of the candidate being supervised; have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards, frameworks, and reflects the diversity of California's student population; and maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

Role Expectations of University Coaches:

1. Meet with mentor teachers for an orientation to review the clinical practice requirements, discuss expectations, roles, and co-teaching during the first two weeks of the semester or after student teaching begins. Orientation may occur in a "triad" meeting with the teacher candidate, Mentor Teacher and University Coach.
2. Make regular visits to the school site to visit, observe and/or interact with their teacher candidates, the mentor teachers and site administrators. University Coaches interact with all parties respectfully. Visits may include holding small group, individual or virtual discussions to review pertinent information and feedback. University Coaches will use secure communication with teacher candidates via phone, Zoom, webinar, etc.
3. Use experience and knowledge to assist (consult, collaborate) the teacher candidate in understanding and applying current teaching methods, related materials and resources.
4. Review teacher candidates' lesson plans and reflections and provide continuous feedback to the teacher candidate throughout the semester.
5. In TK20, complete a minimum of six formal lesson observations using scripted field notes or an observation rubric based on the California Teacher Performance Expectations (TPEs) to provide formative, action-oriented feedback; and conduct debrief meetings with the teacher candidate after each observation. Lesson observations may be face-to-face or by synchronous or asynchronous digital observation.
6. Use effective questioning and coaching strategies to help the teacher candidate become skillful in continuous self-assessment, self-reflection, and goal setting.

7. Maintain regular communication with the teacher candidate and Mentor Teacher throughout the entire semester (as established by the University Calendar) to ensure that the candidate is progressing; provide feedback on growth areas.
8. Discuss and document “areas for improvement” at the first sign of need. Monitor progress and contact the Program Coordinator if the “areas for improvement” does not yield expected growth.
9. Support teacher candidates’ basic needs, emotional, and mental health areas (if you are concerned about a candidate’s well-being, please notify the program coordinator). Become familiar with resources available at the Fresno State Student Health and Counseling Center: <https://www.fresnostate.edu/studentaffairs/health/index.html>
10. Formally evaluate each Teacher Candidate twice per semester using the Mid-semester and Final semester Evaluation Rubric in TK20.
11. Participate in FAST Site Visitation Project training, calibration, and scoring and obtain reliability as a rater of the FAST assessments.
12. Evaluate teacher candidates’ Site Visitation Projects, submit the scores on TK20, and schedule time to debrief the results with the teacher candidate. Provide remediation if necessary. (This may be counted as one of the six formal lesson observations. Provide remediation if necessary.)
13. Develop an Individual Induction Plan [IDP] in collaboration with each final practicum teacher candidate. A copy shall be provided to the candidate, a copy shall be uploaded in Tk20, and the original form is to be submitted electronically by the University Coach to the Office of Clinical Practice.
14. Submit all proper documentation digitally in TK20 (<https://fresnostate.tk20.com/>)
15. Assign the final grade for each candidate on the University Grade Roster through ‘PeopleSoft/MyFresnoState’ within the window of time specified by the Registrar’s Office.
16. Attend all mandatory program events, meetings and training

Evaluation

All University Coaches will be evaluated by their teacher candidate(s) at the end of the semester. Evaluation results will be placed in one's Faculty Personnel Action File (PAF).