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.