



California State University
MONTEREY BAY
Department of Education and Leadership

ROLE OF THE CLINICAL COACH

If you are a Teacher Candidate enrolled in ED 601, ED 603, ED 624, ED 625, SPED Initial Practicum, or SPED Final Practicum, you will be assigned a CSUMB Clinical Coach. **Your Clinical Coach is your instructor of record for the course and is responsible for supervising you in the field.** Your Clinical Coach will have a section number assigned to them. *Please note that we often have to make coaching changes over the summer and up to the beginning of the term in order to balance faculty workloads. Our department will help you to make sure you are registered in the correct section before the end of the add/drop period for the semester.*

Your Clinical Coach has the authority and responsibility of monitoring your progress in the field and assigning you a pass/fail grade for the course.

Your Clinical Coach will conduct a minimum of six (6) periodic and two (2) formal observations for you throughout the course of the semester. At least one of the periodic evaluations will be a video-based observation. (Note: This is the *minimum* requirement. Your Clinical Coach may choose to observe you in the field on a more frequent basis and/or request a greater number of video-based observations.

All periodic and formal observations are logged in MySLP. It is therefore important that you **purchase and activate your Taskstream account before the start of your placement.**

- a. **Periodic observations** are relatively shorter visits (20 min; may be longer). They may be scheduled ahead OR drop-in (unannounced) visits. Periodic observations may be a mix of in-person and video capture. After every periodic observation, your Clinical Coach will record the observation in Taskstream, along with at least one TPE-related goal that you will work on for the next visit. As a Teacher Candidate, you should be proactive about constructing your goals. Goals can be mutually constructed with your Clinical Coach.
- b. **Formal observations** typically occur during the middle of the semester and at the end of the semester. They are scheduled in advance, and you need to submit your lesson plan to your Clinical Coach (and to your Cooperating

Teacher if you are co-teaching) well in advance of the visit, to allow time for both parties to review your lesson plan and give you feedback, and to allow time for you to make revisions based on this feedback.

The formal observations include:

- i. *Pre-conference:* Lesson plans should be emailed to the Clinical Coach (and the Cooperating Teacher if you are co-teaching) **at least two business days prior to the formal observation**. Phone, email, video, or in-person pre-conferences should be held **before** the visit to confirm the logistics of the formal observation..
- ii. *Observation:* The duration for formal observations should be for the entire lesson.
- iii. *Post-conference:* Phone, email, video, or in-person post-conferences should be held with your Clinical Coach. Ideally, the post-conference occurs on the same day that the formal observation was conducted, though this is not always possible. With the permission of the Cooperating Teacher, the post-conference could occur during school hours.
- iv. *Assessments/feedback:* All feedback from the Clinical Coach needs to be entered into Taskstream the week of the visit so that information is available to candidates for reference and planning of the next visit. For all formal observations, your Clinical Coach will indicate (on a Taskstream-based form) the TPE-aligned behaviors that they were able to observe during the formal observation as well as noted strengths and areas for suggested improvement.. They will also indicate whether or not you are meeting expectations for your current stage of the program. If your Clinical Coach indicates that you are not meeting expectations, a Statement of Concern and Action Plan may be warranted.

Additional Points

- Your Clinical Coach will be observing and providing feedback to you on a regular basis and provide honest and constructive feedback throughout the semester. At times, your Clinical Coach can be your advocate. At other times, your Clinical Coach will be your confidant.
- Your Clinical Coach can work to help you build a positive relationship with your Cooperating Teacher, if you are co-teaching.
- **Your Clinical Coach may need to schedule three-way conferences (Teacher Candidate, Support Provider/Cooperating Teacher, Clinical Coach) at any time during the semester.** As needed, your Clinical Coach may want to step in and help

solve problems. Your Clinical Coach will likely be communicating with your Cooperating Teacher/Support Provider and perhaps your principal about your performance.

- Absences: You must notify your Clinical Coach (and your Cooperating Teacher if co-teaching) of any anticipated absence. **Notify your Clinical Coach and Cooperating Teacher IN ADVANCE of your anticipated absence.** Failure to do so is a serious breach of professional responsibility. **NOTE: Co-Teaching Teacher Candidates are allowed ten (10) absences TOTAL for the school year. Regular and timely attendance at one's field placement is expected.**
- Subbing/Guest Teaching: **All co-teaching Teacher Candidates must notify their Clinical Coach every time they substitute.**
- You should be regularly referring to our TPE-based rubric to self-assess your performance and progress in the field.
- **End of Semester Evaluations:** At the end of the semester, your Clinical Coach will complete a TPE-based overall candidate evaluation and a professional dispositions evaluations for you. (Your Cooperating Teacher/Support Provider will also complete these.) These evaluations are completed in Taskstream.
- Your Clinical Coach will typically attend two methods courses each semester.