



Module 1: RI Clinical Educator Criteria

Both LEAs and EPPs have the goal of creating a day-one ready, diverse, and highly skilled educator workforce. Here are the selection criteria for clinical educators for both student teaching/residency and practicum clinical experiences.

Student Teaching/Residency (full time)

Student teaching/residency is a full time, credit bearing, clinical field placement typically offered in the final semester (student teaching) or year (residency) of a teacher preparation program. The clinical educator plays a critical role in the student teacher/residents' development.

A Clinical Educator (student teaching/residency) is a Rhode Island Educator who:

- Models practice consistent with the Rhode Island Professional Teacher Standards and other appropriate standards, and assures that these standards drive decision-making for daily lesson plans.
- Uses a variety of culturally responsive instructional practices and models effective and equitable classroom management.

- Demonstrates the capacity to have a positive impact on student learning through the use of ongoing, documented assessment practices and by conveying the conviction that all students can learn.
- Has a teaching practice that promotes anti-racism through an intentional focus on equity and social justice.
- Is committed to actively supporting teacher candidates in addressing issues of equity and justice in the classroom.
- Is prepared to help teacher candidates learn to work with diverse families and communities.
- Has collaborative professional practices that indicate an ability to understand and effectively assume the role of mentor in a professional capacity with other adults, including the use of reflection and feedback to inform and improve practice.
- Incorporates various aspects of current technologies into teaching practices and systems.
- Models professional and appropriate communications skills, as evidenced in all aspects of the work with students, families, community partners and colleagues.
- Understands that time must be made available for planning and coaching with the candidate(s).
- Conveys a positive attitude about the education profession and is eager to work and learn alongside educator candidates.
- Exposes the teacher candidate to all aspects of the role of teaching, including access to confidential information, knowledge of FERPA/HIPPA, involvement in special

education 6 processes (such as manifestation hearings, IEP meetings, etc.), and classroom/district technology as well as all classroom routines and materials.

- Is supported by their administration to serve in this role.
- Has completed a minimum of three years of successful teaching in the applicable content/grade level.
- Holds a minimum of initial certification in the content and grade span sought by the teacher candidate.
- Has participated in EPP training for clinical educators, and agrees to abide by all EPP-required policies, procedures and deadlines needed to assess and support the teacher candidate.

Practicum Experience (3-12 hours per week)

Clinical Educators may also host teacher candidates during a practicum experience, a 3-12 hours per week experience that is typically connected to an on-campus methods course. Clinical educators for a practicum experience guide and support teacher candidates' development, learning, and skill acquisition. They provide practice-based experiences and application opportunities along with critical feedback.

A clinical educator (practicum) is a Rhode Island Educator who:

- Models practice consistent with the Rhode Island Professional Teacher Standards and other appropriate standards, and assure that these standards drive decision-making for daily lesson plans.

- Uses a variety of culturally responsive instructional practices (e.g. direct instruction, inquiry based instruction, differentiated instruction, cooperative learning, small group instruction, centers) and models effective and equitable classroom management.
- Demonstrates the capacity to have a positive impact on student learning through the use of ongoing, documented assessment practices and by conveying the conviction that all students can learn.
- Has a teaching practice that reflects an anti-racist mindset to address equity and justice in their classroom.
- Has completed a minimum of three years of successful teaching in the applicable content/grade level.
- Holds a certification in the content and grade span sought by the teacher candidate.
- Is supported by their administration to host a teacher candidate.
- Is able to make reasonable accommodations for the candidate's schedule, lesson planning and teaching assignments.