Clinical Educator Training: Teacher Support Specialist, Grades K-12

Dates & Times: Online: This 18-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

This 18-hour course will develop effective mentoring and coaching competencies while demonstrating how to collect and analyze multiple data to develop a systematic approach for aiding teachers in more effectively addressing student needs. Feedback and communication protocols will develop professional performance and will include training in basic interpersonal communications. Systematic conference procedures to be applied in supervising, mentoring, and coaching roles will be of primary importance. This course is the online framework for field-based interactions designed to apply feedback protocols, data collection and analysis methods, and add to skills in evaluating professional development plans to assure they are implemented with fidelity and effectiveness. A case scenario and practice exercises will culminate the clinical experience.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Understand how to support new teachers, teachers new to districts, and teachers at-risk through research-based methods and resources.
- Apply research to a growth mindset for educational professionals.
- Conduct effective content planning conferences.
- Develop strategies for effective data collection methods.
- Develop strategies for effective feedback, conferring, and overall communication.
- Practice the art of mentoring and cognitive coaching with student achievement as the focus.
- Understand and practice with effective feedback strategies, refine them, and develop resulting action plans to become expert observers and diagnosticians.
- Set and meet milestones for success through a case scenario and practice exercises embedding newly acquired supervisory, mentor, and coaching skills.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Research:

• Stiggins, R. What a difference a word makes: Assessment FOR learning rather than assessment OF learning helps students succeed. *National Staff Development Council.* Vol. 27 (1). Winter, 2006.
• Wilder, P. (2013). "I can only cognitively coach so much": heavy coaching efforts amidst disciplinary complexities in secondary school classrooms (Doctoral dissertation, University of Illinois at Urbana-Champaign).

In order to receive a Passing grade, the participant must complete the following course requirements:

• All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
• All video viewed. When there are several video divided by grade-band, select the appropriate and view.
• All books read in full, scrolling from beginning to end.
• All practice lessons and/or activities complete.
• All assignments complete (lessons or unit plans)
• Certificates will not be printable until all of the above conditions have been met.