

## **University-Based Clinical Educator Roles and Responsibilities: 2024-2025**

University supervisors evaluate, mentor, and support teacher candidates and play a large role in ensuring teacher candidates have meaningful and quality field experiences. The purpose of this document is to outline relevant policies and expectations for university supervisors during the 2024-2025 academic year.

### **Definitions**

**Teacher candidate:** An individual engaged in the preparation process for professional education licensure with an Educator Preparation Provider (EPP).

**Field Experiences:** Opportunities for candidates to engage in guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, practicums (short, limited opportunities for candidates to observe, practice, and demonstrate knowledge and skills prior to entering an internship) and culminating clinical practices such as an internship (extended field experiences in which the candidate works under the supervision of a university-based clinical educator). Field experiences are required for successful program completion.

**School-Based Clinical Educator:** An individual involved in teacher preparation whose primary institutional home is a public P-12 school, Child Development Center, or Head Start Center. School-based clinical educators assume mentoring and partnership responsibilities in addition to their school responsibilities.

**University-Based Clinical Educator:** An individual involved in teacher preparation whose primary institutional home is a college or university. University-based clinical educators engage in evaluation, coaching, and instruction of teacher candidates and are a liaison between the candidate, school-based clinical educator, and EPP.

University-based clinical educators, school-based clinical educators, and teacher candidates can find up-to-date information about candidates' field experiences on the [COE website](#) and in the [Field & Clinical Experiences Handbook](#).

### **Expectations**

- I. All parties agree to:
  - a. Clearly communicate EPP and school district/school expectations to candidates;
  - b. Immediately inform candidates and school-based clinical educators about concerning or inappropriate candidate behavior and advise candidates on necessary steps for improvement;
  - c. Comply with all applicable laws, including but not limited to, the Family Educational Rights and Privacy Act (FERPA).
- II. The Office of Field and Clinical Partnerships and Outreach (OFCPO) agrees to:
  - a. Clearly communicate program goals and objectives to school-based clinical educators, university-based clinical educators, and candidates;
  - b. Require candidates comply with all policies, procedures, rules, and regulations of the school district;
  - c. Ensure candidates have completed applicable State and District requirements for background/SLED check/medical clearances;
  - d. Communicate concerns about candidates' progress to the university-based clinical educator, school-based clinical educator, program faculty, and candidate.
- III. University-based clinical educators agree to:
  - a. Adhere to all guidelines and directives set forth by the OFCPO;
  - b. Allow the OFCPO to secure placement sites and school-based clinical educators for candidates (i.e., university-based clinical educators will not talk with school or district administrators or school-

- based clinical educators about potential new placement sites, instead, university-based clinical educators will talk with the executive director of the OFCPO about potential placement sites);
- c. Follow the directions of the OFCPO executive director and the OFCPO placement coordinators;
  - d. Immediately communicate candidate or school based clinical educator concerns with executive director of OFCPO;
  - e. Address all questions to the executive director of the OFCPO;
  - f. Attend required meetings, orientations, and trainings;
  - g. Become familiar with the school and community assigned to the candidate and visit the school and district websites to build background knowledge;
  - h. Model a commitment to diversity by demonstrating the inherent dignity and value of all individuals, by promoting equity in education, and by advocating on behalf of children, families, and communities;
  - i. Establish a semester-long observation schedule with the candidate;
  - j. Maintain an open line of communication with the candidate, school-based clinical educator, and OFCPO;
  - k. Enter candidate evaluation results and provide written feedback in Anthology;
  - l. Clearly communicate program-specific objectives, requirements, and policies to candidates and school-based clinical educators;
  - m. Work effectively one-on-one to foster growth and development of knowledge, skills, and professional dispositions of each candidate for student learning;
  - n. Clearly communicate timelines and due dates for candidate assignments;
  - o. Based on program expectations and using the calendar posted on the field placement website as a guide for suggested timelines, conduct observations and provide timely feedback and documentation of candidate progress (lesson observation feedback, feedback on assignments such as SLO, Unit Plan, Portfolio, Midterm and Final Evaluations);
  - p. Ensure the school-based clinical educator's feedback is included in candidate's midterm and final evaluation documentation;
  - q. Model professional standards of conduct and dispositions for candidates (i.e., [South Carolina Code of Conduct](#) and [Model Code of Ethics](#));
  - r. Adhere to all Family Educational Rights and Privacy Act (FERPA) and confidentiality requirements, including not disclosing student or candidate records (i.e., your notes about candidates' progress or professionalism or disciplinary issues or candidate grades) with anyone other than the candidate, OFCPO faculty/staff, or the Cooperating Teacher unless the candidate signs a FERPA Release Form indicating you are allowed to share candidate records with specific individuals;
  - s. Disclose potential Conflicts of Interest (COI) to the OFCPO Executive Director. A COI is supervising a candidate you are related to or have a significant familiarity with;
  - t. Explain the rationale for professional decisions to candidates;
  - u. Not use drugs or alcohol while working;
  - v. Treat all individuals fairly and equitably.

The signature below indicates agreement to the policies and expectations outlined in this document.

---

Print Name

---

Signature

---

Date