



CALIFORNIA STATE UNIVERSITY
Stanislaus
DEPARTMENT OF TEACHER
EDUCATION

SB 2042 Single Subject Credential Program

Clinical Practice HANDBOOK

**For Teacher Candidates, Cooperating
Teachers and University Supervisors**



Department of Teacher Education

209-667-3357

Office of Field Services

209-667-3045

Introduction

Clinical Practice (a.k.a, student teaching or student interning) is the culminating field experience for Teacher Candidates enrolled in the **Single Subject Credential Program** at California State University, Stanislaus. This experience affords an opportunity for the teacher candidate to apply all that was learned in coursework and utilize current teaching-learning research to create well-functioning classroom environments where children interact and learn the state-adopted academic standards. Clinical practice provides an opportunity to design and modify instruction, curriculum, and learning environments to meet the varied learning, academic, and social needs of a diverse population. To facilitate a successful clinical practice experience, Cooperating Teachers (CT), University Supervisors (US) and Teacher Candidates (TC) form a triad to explore issues of teaching in the secondary school classroom.

This handbook has been prepared as a guide for Teacher Candidates, Cooperating Teachers, and University Supervisors. It is intended to answer some of the questions that may arise during the clinical practice placement experience. However, no handbook can be written which would provide answers to every question, concern, or situation that might arise. The Office of Field Services, Placement Coordinator, and the Program Coordinator(s) of the Single Subject Credential Program, can answer those questions that are not answered by this handbook.

The Single Subject Credential Program at California State University, Stanislaus is based upon the belief that the public schools have an integral role in the preparation of teachers. Since the mentoring and supervision of prospective teachers is a complex function, it is our hope that this handbook will provide relevant guidelines for the supervision of Teacher Candidates and successful completion of clinical practice.

Contact Information

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Part I –Teacher Candidate’s Instructions

Fieldwork Clearance Timeline & Process

1) Completion of Program Eligibility Requirements

Candidates interested in beginning their clinical practice placement for the Single Subject Credential Program are responsible for completing the following program eligibility requirements **prior to beginning clinical practice**:

- a) Have a minimum grade point average of 2.67 overall OR 2.75 last 60 units
- b) Successful completion of the Basic Skills Requirement (i.e., via CBEST or evaluated equivalent coursework)
- c) Successful completion of Subject Matter Competency (i.e., via CSETs, Subject Matter Preparation Program or evaluated equivalent degree major)
- d) valid TB test that extends the length of time the candidate is in program
- e) valid Certificate of Clearance from the California Commission on Teacher Credentialing

California law requires anyone working in schools to be fingerprinted and cleared by the state. A candidate cannot proceed with a clinical practice placement until the Credential Program has received the Certificate of Clearance from the California Commission on Teacher Credentialing (CCTC). School districts may require that the teacher candidate be fingerprinted again in order to student teach in their schools. If requested to do so, the teacher candidate must agree to be fingerprinted and must agree to comply with any regulations of the school district.

2) Clinical Practice Notification

The application for clinical practice consideration is emailed to all students taking credential courses and new program applicants, in late August and late February via Stan State email accounts. Candidates who do not receive an email notification should contact the Office of Field Services at fieldservices@csustan.edu or check the [Clinical Practice webpage](#).

3) ST-Fieldwork Application

Students interested in beginning their fieldwork experience are required to submit a **ST-Fieldwork Application** with Field Services. The ST-Fieldwork Application and due dates will be announced each semester via email and posted on the [Clinical Practice webpage](#). **All candidates, including students who will be employed as a Teacher of Record (Internship), must submit an application in order to be able to begin their fieldwork.**

****Candidates who do not submit a ST-Fieldwork Application will not proceed with clinical practice, regardless of pathway.***

4) Fieldwork Clearance

All students who submit a ST-Fieldwork Application are notified via Stan State email accounts, regarding their fieldwork clearance status. Information about any missing or pending items needed for clearance is provided. It is important for students to follow the detailed instructions in order to proceed with a placement.

5) Fieldwork Orientation

Clinical practice for the Single Subject Credential Program is done in two consecutive semesters with the same cooperating teacher. Teacher Candidates may start clinical practice in either Fall or Spring semesters. Every new teacher candidate goes through an orientation meeting with their cooperating teacher facilitated by their assigned university supervisor for EDSS 4850 (Secondary Fieldwork Practicum I). This meeting is mandatory for each new teacher candidate, and fieldwork practicum may **only** begin after this initial meeting has taken place with all three parties present.

6) Assignment of Placement

With the help of the Office of Field Services, the SSCP Field Placement Coordinator assigns all eligible candidates to a specific school site within the six-county region. Each student will be assigned to a cooperating teacher (unless the student is employed as the teacher of record). Every effort is made from the Office of Field Services to secure a placement as close as possible to the home address that is listed on the ST-Fieldwork Application. However, placements will be prioritized at sites where cooperating teachers are available. **Teacher Candidates may not try to arrange their own placements.** Candidates who fail to meet the application deadline or do not complete all eligibility requirements will not proceed with a placement. Ineligible or postponing candidates must re-apply for the subsequent semester.

***It is important to notify Field Services as soon as possible if any changes are made to the address listed on the**

ST-Fieldwork Application. Once a placement is confirmed by the district and school site, it cannot be changed/canceled.

7) Notification of Placement and Supervisor

Cleared candidates are generally notified of their assigned school site and cooperating teacher two weeks prior to the start of the placement. Notifications are made via Stan State email accounts.

Supervisors are assigned mid-to-late July/December. All cleared candidates, including employed students (approved Interns) will be assigned to a university supervisor who will conduct formal fieldwork observations. Candidates will be notified of their assigned supervisor via Stan State email account. Students may not arrange their own supervisor.

***It is very important for all teacher candidates to show up to their confirmed placement, particularly on the first day. Students are responsible to notify Field Services if they cannot proceed with their clinical practice experience prior to the first official start date; failure to do so, may lead to meeting with the Department Chair, Program and Placement Coordinators.**

8) Class Registration

During the *first semester* of clinical practice, students must register for:

- EDSS 4100 Secondary Methods I – 4 units (meets one night a week)
- EDSS 4850 Secondary Field Practicum I – 2 units - for traditional candidates (this is your field placement)
- EDSS 4870 Secondary Field Practicum I - 5 units - for approved Interns only (your position is your field placement)

During the *second semester* of clinical practice, students must register for:

- EDSS 4300 Secondary Methods II – 3 units (meets one night a week)
- EDSS 4600 Secondary Classroom Management – 3 units (meets one night a week)
- EDSS 4855 Student Teaching Practicum II – 5 units (this is your field placement)

Cleared students must register prior to placement in a school. Students **who do not register at least two weeks prior to the start will not be able to begin their placement.** Teacher candidates may either complete all other courses prior to or concurrently with field placement.

Fall Semester Clinical Practice	Spring Semester Clinical Practice
Fall Semester clinical practice usually begins in mid-August and ends in mid-December. Teacher candidates follow the school calendar of their field placement. It is highly recommended that Fall semester students contact their cooperating teacher early to coordinate schedules, get copies of any course texts or materials used in the courses they are placed in, and secure any additional passes from school administration in advance.	Spring Semester clinical practice usually begins in mid-January and ends mid-May. Teacher candidates follow the school calendar of their field placement. It is highly recommended that Spring semester students contact their cooperating teacher early in January to coordinate schedules, get copies of any course texts or materials used in the courses they are placed in, and secure any additional passes from school administration in advance.

Prior to the Official Beginning of Clinical Practice

- **Contact Cooperating Teacher Early** - Teacher candidates should contact the cooperating teacher at least **one week** prior to the official Fieldwork Orientation meeting facilitated by the University Supervisor at which time the supervisor will have some introductory information for both ST and CT. Introduce yourself and share your contact information.
- **Fieldwork Orientation Meeting** – All candidates new to clinical practice are required to attend a scheduled meeting with their EDSS 4850 university supervisor and cooperating teacher at the same time to discuss the requirements and expectations of both the teacher candidate and cooperating teacher. This meeting also covers means of contact with the supervisor, how material will be shared, establish a schedule of fieldwork for the teacher candidate, cover other necessary paperwork, and address any questions or concerns. **Students may officially start their fieldwork **after** this meeting.*
- **Contact the School Principal** – Some principals may want to meet with the teacher candidate prior to the placement; others do not want a conference but just want to be informed. In all cases, the teacher candidate should contact the office of the school and introduce themselves to the principal and office staff prior to the start of the placement.
- **Visit and Volunteer Early** - If possible, the teacher candidate is encouraged to observe and work with the cooperating teacher on a voluntary basis prior to the official beginning of clinical practice. An early introduction offers an excellent opportunity to get to know the school and classroom, observe and record methods of teaching, learn about the students, discover methods of organizing the learning activities, etc. The teacher candidate can be of assistance to the cooperating teacher; however, the teacher candidate will not be expected to teach lessons at this time.

Clinical Practice Details

SSCP Phase-In Schedule & Clinical Practice Model

The [SSCP Fieldwork Checklist](#) is used to ease teacher candidates into assuming the many responsibilities of the teacher of record. The Fieldwork [Orientation document](#) provides a brief synopsis of the focal areas and roles and responsibilities of the teacher candidate as well as the cooperating teacher for the first semester. Adherence to the schedule is very important to the success of the program. Minor modifications may be made to facilitate the best situation for everyone involved, with consensus from everyone in the triad (i.e., teacher candidate, cooperating teacher, and university supervisor).

Observations, Meetings, and Conferences

- **Daily Conferences & Co-Planning** – The teacher candidate and cooperating teacher should meet frequently to co-plan, discuss daily lessons, and plan for future instruction. Cooperating teachers will work with their teacher candidate to provide opportunities for positive reinforcement and specific constructive suggestions. The cooperating teacher may give the candidate special assignments and provide regular assistance. **Cooperating teachers are expected to spend 5 hours/week planning and supporting the teacher candidate.**
- **Teacher of Record (Interns)** - Interns will not have a cooperating teacher but will have a school-assigned intern support provider or a mentor as well as a university supervisor. They are to meet weekly or every other week as necessary with their mentor/buddy teacher to plan lessons and to obtain any other assistance. The forms described in this section are to be completed by the university supervisor in consultation with the mentor/buddy teacher and the site principal.
- **Formal Lesson Observation Records** –
 - **For 1st Semester Teacher candidates**, the EDSS 4850 supervisor conducts the initial Fieldwork Orientation meeting, a minimum of one (1) complete lesson observation and debriefing afterwards and facilitates the 2nd Semester Transition meeting with both teacher candidate and cooperating teacher present.
 - **For 2nd Semester Teacher Candidates**, the EDSS 4855 supervisor conducts a minimum of six (6) complete lesson observations and holds a conference with the teacher candidate after each of these lesson observations. The teacher candidate should receive a copy of the formal observation.

Triad Conferences (Teacher Candidate, Cooperating Teacher, University Supervisor)

- **1st Semester Fieldwork Orientation Meeting** - All candidates new to clinical practice are required to attend a scheduled meeting with their EDSS 4850 university supervisor and cooperating teacher at the same time to discuss the requirements and expectations of both the teacher candidate and cooperating teacher. This meeting also covers means of contact with the supervisor, how material will be shared, establish a schedule of fieldwork for the teacher candidate, cover other necessary paperwork, and address any questions or concerns. *Teacher candidates *may officially start their fieldwork after this meeting*.
- **2nd Semester Transition Meeting** - The EDSS 4850 university supervisor will facilitate this triad meeting during which time the cooperating teacher and teacher candidate discuss the candidate's progress on the [First Semester Field Experience Expectations](#).
- **Summative Assessments of Clinical Practice –**
 - **For 1st Semester Teacher Candidates**, the EDSS 4850 university supervisor conducts one (1) formal lesson observation of the teacher candidate in addition to the Fieldwork Orientation meeting and final Transition to 2nd Semester meeting. While it is not required of the cooperating teacher to attend the debriefing meeting afterwards, it is highly encouraged for the cooperating teacher to be present and add their input on their teacher candidate's progress thus far. The cooperating teacher is required to be present for the teacher candidate's lesson observation. The university supervisor may call for additional lesson observations if they feel the need to do so in order to appropriately support the needs of the teacher candidate.
 - **For 2nd Semester Teacher Candidates**, the EDSS 4855 university supervisor conducts six (6) formal lesson observations and debriefings afterward throughout the semester. The cooperating teacher is required to be present for both the midterm (lesson #3) and final (lesson #6) debriefings to add their input on the teacher candidate's progress throughout the semester. The cooperating teacher *may* be present for all six of the candidate's lesson observations. Teacher candidates receive emailed copies of all formal evaluations from both cooperating teacher and university supervisor and must keep a copy of each evaluation for their digital Student Progress Folder.

Candidates who do not receive a B grade or better in methods courses will automatically receive “No Credit” for fieldwork and vice versa, and they may not be (re)taken independently of one another.

1st semester interns register for EDSS 4870 and are evaluated formally six (6) times throughout the semester much like traditional teacher candidates taking EDSS 4855.

Teacher Performance Assessment (TPA)

Teacher candidates must pass both cycles of the TPA in order to earn their preliminary teaching credential in California. The TPA is a performance assessment that requires candidates to complete two cycles of assessment and teaching. Information regarding TPAs is provided during an orientation and over workshops and online resources throughout the program. For more information, please visit the [California Teaching Performance Assessment \(CalTPA\) webpage](#). Questions regarding TPA should be directed to the TPA office tpa@csustan.edu.

Completing Clinical Practice with an Internship Credential

Students interested in applying for an Intern Credential and using that position as their fieldwork placement in lieu of the traditional fieldwork placement must follow the [Intern Process Instructions](#) and be internship eligible before pursuing this pathway.

****The University does not provide paid teaching positions.***

If approved, you will need to contact the district(s), apply for the position, and be hired by the school district prior to the start of the fieldwork placement. The Placement Coordinator will communicate with you early on in the placement process regarding your intentions to proceed as a traditional teacher candidate or as an intern teacher. Those choosing the intern pathway will not be placed while they are actively looking for a job. Fall students must secure a job by the end of July, and Spring students must secure a job by the end of November to follow the intern route.

In order to utilize the teacher-of-record position as your fieldwork placement to fulfill the credential requirements of clinical practice, the classroom/position must meet the following CCTC and program requirements:

- a) Be within the six-county service area – Stanislaus, San Joaquin, Merced, Calaveras, Tuolumne and Mariposa counties. **Exceptions to this rule are only made in special circumstances that have been approved by all necessary parties.*
- b) Be in a classroom with an appropriate teaching position that meets the state requirements and allows the teacher candidate the opportunity to fulfill the required 600 clinical hours for their content-specific preliminary teaching credential.
- c) Be in schools that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.
- d) For Spanish Bilingual Authorization candidates: The classroom must be a designated Spanish bilingual classroom.

Intern students will be supervised by university supervisors six times for the duration of their fieldwork each semester. The intern student's mentor teacher will also formally evaluate the candidate twice per semester.

Requirements for Internship:

- 1) Complete the [Intern Interest Survey](#). The SSCP Coordinator(s) will contact the candidate for an interview to determine the preparedness of the candidate, verify if the position is an appropriate one that leads to successful completion of the program, and provide the candidate a letter of good standing in the program to use when applying for teaching positions, if necessary.
- 2) Obtain approval from Credential Services – credentials@csustan.edu and a formal letter of intern eligibility from the Department Chair of Teacher Education, Dr. Kimy Liu – kliu2@csustan.edu.
- 3) When a school district offers the candidate a position as an Intern Teacher, the candidate must:
 - Contact Credential Services at credentials@csustan.edu or 209-667-3534 and inform them of the following:
 - the employing district employing
 - the grade and content the intern will teach
 - the contact information of the assigned mentor
 - Credential Services will review the intern's records to confirm the internship.
 - Send a copy of the contract signed with the district (some districts have interns sign an Offer of Employment – if this is the case, submit that form) to Credential Services.
 - Credential Services will provide an Intern Memorandum of Understanding (MOU) for the intern to sign and take to the employing district to fill out and sign. The intern will also be given an Intern Consent and Intern Application Form.
 - The intern must also notify the office of Field Services (fieldservices@csustan.edu or 209-667-3045) as well as the Placement Coordinator, Dr. Heather Dean (hdean@csustan.edu)

After the intern submits all completed forms to Credential Services, they will recommend the application for an Intern

Credential to the California Commission on Teacher Credentialing (CCTC) on behalf of the intern candidate.

4) Register for the following fieldwork courses:

- 1st semester of fieldwork:
 - EDSS 4100 Secondary Methods I
 - EDSS 4870 Secondary Intern Fieldwork Practicum I
- 2nd semester of fieldwork:
 - EDSS 4300 Secondary Methods II
 - EDSS 4400 Secondary Methods III
 - EDSS 4855 Secondary Fieldwork Practicum II
- EDUC 6548 – Secondary Intern Seminar I (Fall semester only; register with Extended Education)
- EDUC 6797 – Secondary Intern Seminar II (Spring semester only; register with Extended Education)

*Intern credential students must complete an additional 144 hours, half of which is provided by the university and half by the employing school district. The university hours require enrollment in the Intern Teaching Seminar courses offered through the University Extended Education (UEE) for which the intern must pay registration fees in addition to regular university enrollment fees and requires a separate registration form for this class. For information regarding the Intern Seminar courses, please visit the [Professional Development Teacher Education – Stanislaus State Extended and International Education webpage](#). **Intern candidates who do not receive a B grade or better in methods courses will automatically receive “No Credit” for fieldwork and vice versa, and they may not be (re)taken independently of one another.***

Support for Interns

School districts that hire interns have agreed to assign an "Intern Support Provider" or mentor to help the intern adjust to the new school setting. The District Intern Support Provider should meet with the intern on a regular basis to ensure the intern's success. They also ensure that they provide a minimum of 72 hours of pedagogical support/mentoring and 22.5 hours of targeted English learner support to each intern teacher per school year (minimum of two hours every five instructional days). The university will also assign a university supervisor who visits the classroom to conduct teacher candidate evaluation requirements. The supervisor observes lessons and provides feedback on the observation. The intern and supervisor also hold conferences at which point the intern can ask questions or ask for assistance. University supervisors only visit classrooms during the duration of the university semesters while interns are completing clinical practice-fieldwork (August through December and January through May). Supervision is not provided in the summer or winter sessions. Interns who begin their employment at this time will have to await the beginning of the semester to be supervised and complete fieldwork.

Extra support for SSCP interns is provided through EDUC 6548 Secondary Education Intern Seminar I (Fall semester only) or EDUC 6797 Secondary Education Intern Seminar II (Spring semester only). These are required courses for any intern teacher candidate while working as the teacher-of-record to complete the required fieldwork for the preliminary teaching credential.

****Please note that any intern who has completed all SSCP coursework but has not successfully passed their Teacher Performance Assessments (TPAs) during the program will need to register for the appropriate Secondary Intern Seminar until they have been awarded their preliminary teaching credential.*** Attendance and participation in these seminars are mandatory in order to keep the Intern Credential valid.

Advantages and Disadvantages of the Internship Pathway

The advantages of the internship are:

1. Ability to earn an income while completing the credential program
2. Having a paid assignment fulfills the clinical practice requirement upon successful passage of all clinical practice requirements.

The disadvantages of the internship are:

1. Initial teaching assignments are difficult and require long days (as many as 12-hour workdays, commitment, and preparation).
2. Interns must undertake the same responsibilities as veteran teachers, often with little guidance on how to complete the specific tasks, which may create a “sink or swim” experience that can cause high levels of stress.

3. In the traditional program, the clinical practice experience affords an opportunity to learn real-life skills of how to be a teacher under the guidance of an experienced mentor teacher. As an intern teacher, students may be adversely affected as you learn how to become a teacher through trial and error.
4. Intern teachers tend to have a higher rate of not keeping up with coursework while in program and failing TPAs. The intern credential is **only valid for two years**, and if these requirements are not met by that time frame, you may lose your employment.
5. Intern teachers have a lower retention rate and tend to leave the profession during the first five years more frequently than traditionally prepared candidates.
6. Intern teachers tend to be placed with the students who have the most learning needs, often with very little support.

Who Makes a Good Intern Candidate?

Some CSU Stanislaus students have been very successful as interns, and some have failed as well. Those who have done well share some common characteristics:

1. They are very hard working and organized.
2. They have had experience working in classrooms as instructional aides, Mini-corps students, or as substitute teachers.
3. They are mature and goal-oriented.
4. They have initiative, learn quickly when in new settings, and know when to seek assistance.
5. They get along well with people and communicate effectively with parents, students and staff.
6. They can handle high levels of stress and effectively multi-task.

Licensure and Credentialing Information

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available at **the Credential's Office in Demergasso Bava Hall, Room 303. They can also be reached at credentials@csustan.edu or 209-667-3534.**

Professional Dress for School Visits and Clinical Practice

The Credential Program requires all students (employed and non-employed) to dress professionally throughout the entire clinical practice fieldwork period. The dress code below is a good example of what students can and cannot wear during visits to schools and for clinical practice, even if the school does not have a stipulated dress code:

Recommended	NOT Recommended
button-down shirts / collared shirts / polos	crewnecks / T-shirts / tank tops
slacks / dress pants / knee-length shirts or dress	jeans / ripped jeans / sweatpants / shorts / leggings
blazers	ripped jackets / sweaters with inappropriate messages-pictures
closed toe shoes / flats / low or high heels	flipflops / open-toe shoes / sneakers

Ethical and Professional Standards

To continue in the program in good standing, all credential candidates are expected to follow ethical and professional standards established by CSU Stanislaus Credential Programs and the Commission on Teacher Credentialing (CTC). Standards of conduct are noted in the university catalog, faculty syllabi, and include:

1) Professional Dispositions

- a) Demonstrates openness to critical assessments of progress.
- b) Believes that all students can learn. A credential candidate makes best efforts to meet the diverse needs of students, including English learners and students with special needs.
- c) Values diversity and advocates for social justice. A credential candidate shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, gender identity, or

sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant advantage to any student.

- d) Maintains flexibility in planning and implementing instruction to meet the needs of all students.
- e) Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
- f) Participates in required program activities.
- g) Makes satisfactory progress in meeting requirements.
- h) Reflects and self-assesses to improve practice.
- i) Collaborates effectively.
- j) Handles confidential information professionally. A credential candidate shall not disclose information about students or cooperating teachers obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A credential candidate shall not misrepresent, orally or in writing, issues related to students, classrooms or the university programs and faculty.

2) Effective and Appropriate Communication

- a) Communicates appropriately and accurately, orally and in writing, in university, public school, and educational community related contexts with professionals, colleagues, and parents.
- b) Addresses peers, university faculty and staff, and school site personnel in a professional and respectful manner. Does not act with macro/micro-aggressions towards others or act with disrespectful behavior.
- c) Violence, threats of violence, intimidation, stalking and similar behaviors towards K-12 students, university students, school site personnel and/or university employees on the part of credential candidates shall lead to immediate dismissal from the credential program.
- d) Deals effectively and professionally with disagreements.
- e) Does not engage in the use of social media, personal email or personal telephone calls to communicate with K-12 students.
- f) Does not share or communicate in any way- sexually explicit or racist content (including links to such content) with other teacher candidates, colleagues, university faculty, students and/or school site personnel in the program.

3) Appropriate Professional Appearance

- a) Maintains an appropriate professional appearance.
- b) Follows the dress code standards set by the district in which fieldwork or clinical practice is taking place.

4) Punctuality, Late Assignments, Preparedness

- a) Meets deadlines for assignments.
- b) Notifies cooperating teachers/university supervisor/faculty in advance of absences and makes appropriate arrangements for classroom activities/instruction during absences.
- c) Attends courses regularly for the full duration and/or reports to the field site regularly and punctually. Is punctual to classes and fieldwork assignments and maintains appropriate hours at the placement site or university to plan and implement all appropriate teaching and learning tasks. If (2) unexcused absences or three (3) "tardies" and/or early departures occur in the same class, the Student Concern Profile procedure may be initiated.

5) Academic Integrity

- a) Plagiarism- All submitted coursework must be the credential candidate's own work and no one else, unless expressly permitted by the instructor.
- b) Examinations and Quizzes- Credential candidates may not give, receive, or use unauthorized assistance during an examination, from another person's notes or other communication.
- c) Coursework- Credential candidates may not present the same work for credit in more than one course, unless all of the instructors involved give express permission. Students must acknowledge all sources of assistance, whether published or unpublished, that are used in writing a report or paper.
- d) Lab, Clinical, and Field Work- Credential candidates may only submit the results of another student's lab, clinic or field work as his/her own, or may only accept help from another student in writing a report, if he/she has received prior permission from the instructor to work jointly with other students in preparing or reporting the work.
- e) TPA- Follows all the procedures established by the CTC in the preparation and submission of Teacher Performance Assessment cycles. Failure to follow CTC guidelines on "original work" in the TPA will lead to immediate dismissal from the Credential Program.

6) Maintain GPA

- a) Teacher Candidates must maintain a GPA of 3.0 (B) or better with no grade lower than a "C" and obtain a "Credit" grade in the courses graded Credit/No Credit).
- b) *Candidates who do not receive a B grade or better in methods courses will automatically receive "No Credit" for fieldwork and vice versa, and they may not be (re)taken independently of one another.*

7) Pass Assignments and Exams

- a) Teacher candidates must pass all course assignments and exams with at least a “C”. Courses below a C will need to be retaken.

8) Monitoring of Credential Candidates Dispositions

- a) It is the duty of all program faculty and cooperating teachers to monitor the dispositions of candidates in the credential programs. A review of all credential candidates, including dispositions, current GPA and professional conduct in classes and/or in fieldwork will be conducted by the program coordinator at the end of each semester.
- b) When a faculty member becomes aware of behaviors that may imperil a candidate's success in the program, they should use the Student Concern Profile and follow the steps below. Careful documentation should support the use of this form. Documentation should include dates of absences, “tardies,” and/or early departure from class and anecdotal information which support the instructor’s concern.

Procedures for Use of the Credential Candidate Concern Profile (while completing clinical practice)

- 1) If the university supervisor and/or cooperating teacher notes that the teacher candidate is struggling in any specific areas of needed growth based on the TPEs, the university supervisor may complete a [Credential Candidate Improvement Plan](#) (CCIP) to provide the teacher candidate targeted explanation and due dates of improvement while completing clinical practice. For each area of growth, list specific expectations for the teacher candidate, with support to be provided by the cooperating teacher and the university supervisor. Include dates for when these expectations are to be met.
- 2) The university supervisor discusses this form with the teacher candidate and cooperating teacher. Sign the form to verify this meeting. Email response may also be used to verify communication. Provide a copy of the Concern Profile to the SSCP Program Coordinator(s), Field Placement Coordinator, and the teacher candidate’s cohort instructor. The candidate will also need to keep a copy of this form and any documentation regarding improvement (i.e., emails, university supervisor or cooperating teacher notes).
- 3) The university supervisor follows up to check that expected performance goals were met and communicates updates to the Program Coordinator, Field Services Coordinator, and cohort instructor.
- 4) If the goals are not met, the teacher candidate may be dismissed from clinical practice placement and may not be given credit. The Program Coordinator communicates in writing to the student with an automatic recommendation for dismissal from the program via email. The teacher candidate immediately stops attending the school site once notified. The Program Coordinator will submit an automatic recommendation for dismissal letter to the Selection and Review Committee to determine the candidate’s program retention or dismissal.

Automatic Recommendation for Dismissal from the Credential Program

The Program Coordinator may recommend to the Department Selection and Review Committee that a credential candidate be dismissed from the program:

- 1) For lack of professional conduct in coursework, fieldwork, or in the community.
- 2) For lack of academic progress under any one of the following circumstances:
 - a. The candidate receives a second “C” in any program course after being on probation.
 - b. The candidate receives a “D” or “F” in any program course.
 - c. The candidate maintains a grade point average below 3.0 in program courses.
 - d. The candidate receives a “No Credit” in any clinical practice placement course.
- 3) For lack of regular and punctual attendance under any one of the following circumstances:
 - a. The candidate continues to be “tardy” to or leave early from the class or field site and does not maintain punctuality after being warned.
 - b. The candidate has more than a total of five unexcused class absences in one semester across all the courses.
- 4) If the school administrator, cooperating teacher, or university supervisor recommends that the candidate be removed from the classroom of assignment for clinical practice due to breach of (department or district) standards of conduct.

***Credential candidates who are dismissed from clinical practice prior to census day must dis-enroll from all clinical practice courses.** After the census date, the Program Coordinator(s) may determine if the candidate remains in program

courses associated with fieldwork or immediately stops attending all courses in the program.

Candidate Dismissal from Program

The candidate will be notified regarding dismissal from the program via email or letter that they are being recommended for dismissal from the credential program.

If a candidate wishes to dispute the decision, they should complete a Selection and Review petition form within ten business days after receiving the dismissal notice and submit it to the Department of Teacher Education.

Mandatory Reporting of Child Abuse and Neglect

The California Child Abuse and Neglect Reporting Act, California Penal Code §§ 11164-11174.3 (CANRA), identifies certain groups of employees as “Mandated Reporters” of child abuse and also imposes various obligations on and extends certain protections to those Mandated Reporters as well as their employees. As a covered employer, the California State University (CSU) is required to comply with the Act. Executive Order 1083 (Revised July 21, 2017) provides additional guidance for employees that are identified as Mandatory Reporters.

Apart from the legal obligations the Act imposes, it is the policy of the CSU System to strongly encourage all other members of the CSU community who are not designated under the Act, to report child abuse and neglect occurring on the CSU premises or at an official activity of, or program conducted by, the CSU.

As a designated Mandated Reporter, whenever you, in your professional capacity or within the course of your employment, have knowledge of or reasonably suspect child abuse or neglect has occurred, you must personally report the incident. It is the individual employee’s legal obligation to report, not the CSU’s.

Additional Requirements and Responsibilities

The following information is provided to help teacher candidates understand program policies and procedures.

1) Transportation

Students are responsible to secure transportation to and from their assigned clinical practice school site.

2) Special Accommodations

Should students require any accommodations related to medical issues or disability during their clinical practice experience, students are responsible for notifying Disability Services and the Office of Field Services in a timely manner.

3) Mandated Work Hours/Days for Clinical Practice

Teacher candidates follow the same schedule as their assigned cooperating teacher or employment position and the public school calendar. All candidates must report to the school site each day that is a teacher workday on their scheduled days of clinical practice unless otherwise communicated with the cooperating teacher and university supervisor.

a) If the teacher candidate becomes ill (or is absent):

All missed days must be made up during other days and/or times within the same semester. These dates need to be scheduled between the teacher candidate and cooperating teacher. The candidate will then need to notify the university supervisor of any schedule changes.

- i. **Illness While at School Site** – If the teacher candidate becomes ill or for other reasons is unable to teach, the teacher candidate must inform the cooperating teacher and any other person designated by the principal ***before departing from the school grounds***. The university supervisor should also be notified of the absence later that same day or at the next scheduled observation. The teacher candidate will still be held responsible to provide any lesson plans with specific instructions and any class materials necessary for a substitute teacher to cover their missed classes.
- ii. **Illness Prior to Going to School Site** – The teacher candidate must call the cooperating teacher at home or at work to inform them that the teacher candidate will not be coming in that day. The university supervisor should also be notified of the absence later that same day or at the next scheduled observation. The candidate will still be held responsible to provide any lesson plans with specific instructions and any class materials necessary for a substitute teacher to cover their missed classes.

4) Activities

- a) **Permission** - The teacher candidate should always get the cooperating teacher's approval prior to presenting a lesson or doing any other activity.
- b) **Meeting and Other School Activities** - The teacher candidate is encouraged to attend all faculty meetings and school functions (i.e., Open House, Back to School Night, etc.). If these functions conflict with the times for required courses, the teacher candidate should contact the instructor teaching the class as well as the cooperating teacher for suggestions on how to resolve the conflict. ****Attendance of credential courses take precedence over extra-curricular activities and events at the school field site.***

c) **Engagement**

- i. Gain as much knowledge and experience as possible.
- ii. Talk with the school nurse, psychologist, and principal.
- iii. Observe selected activities in which the administrators, teachers, children, and parents participate.
- iv. Attend in-service sessions, meetings, and parent-teacher conferences (with permission).
- v. Observe and participate in the many teacher activities as soon as possible (before and after school, lunch time, and on field trips).
- vi. Serve on adjunct duties when the cooperating teacher is scheduled to do so.

d) **Required Readings:**

- i. District policies and procedures
- ii. School policies & procedures
- iii. Student policies & procedures
- iv. Classroom and school site rules
- v. School and District Handbooks

e) **Special Meetings** - Teacher candidates are required to attend all meetings called by the university supervisor, cooperating teacher, and/or school site administrators.

Policy for Substitute Teaching while Completing Clinical Practice

A teacher candidate who has a substitute teaching credential that authorizes the holder to substitute teach in the district to which they are assigned may substitute teach **if the following conditions are met:**

- a) The student has a valid substitute teaching credential that authorizes her/him to substitute in that classroom and district.
- b) The student can substitute for the cooperating teacher no more than five (5) consecutive days without university cohort instructor approval. The student may substitute for any other teacher in the school or district as long as the substitute teaching assignment does NOT conflict with their scheduled clinical practice assignment or university course schedule.
- c) The university supervisor and cooperating teacher must agree that this student is ready and capable of assuming responsibility for this class.
- d) The university supervisor will be informed at the earliest convenient time that the student is substituting for the cooperating teacher on that day.
- e) The student volunteers to substitute and is not compelled or coerced by the cooperating teacher, principal or university supervisor. If she/he refuses to substitute, no adverse action will be taken against her/him by any party.

Teacher Candidates who are on vacation or holiday break from their clinical practice placement may substitute in any school. It is their time.

Letters of Recommendation

The teacher candidate should request letters of recommendation from the cooperating teacher, university supervisor and the site administrator (if possible). Before asking the site administrator to write a letter, the teacher candidate should invite the site administrator to observe a lesson. *Note: Requests for observations and letters from principals should be made well in advance of the date (3-4 weeks).*

If the school has a curriculum person or instructional coach, the teacher candidate may wish to invite that person to observe and write a letter as well.

Lesson Plans

Lesson plans must be provided to the cooperating teacher and/or university supervisor 48 hours in advance.

- **For Cooperating Teacher** - Every lesson taught must be accompanied by a lesson plan until modified by the cooperating teacher and university supervisor. The modifications will vary but some type of lesson plan will always be required.

- **For University Supervisor** - The teacher candidate is required to develop a detailed lesson plan for each scheduled lesson observed by the university supervisor.

Reflecting on Lesson Planning and Teaching

Prior to the Lesson:

- Did you check student's prior knowledge to determine appropriate starting places for instruction?
- Did you determine the lesson objective in behavioral terms? (What will the students be able to do at the end of the lesson that they cannot do at the beginning?)
- Did you list all materials and resources needed for the lesson?
- Did you list estimated time frame for each part of the lesson?
- Did you identify objectives, ideas and concepts for student learning?
- Did you integrate subject matter with other disciplines as appropriate?

Throughout the Lesson:

- Have you decided how to monitor (and adjust when necessary)?
- Did you plan on constant checks for understanding?
- How will you provide immediate, specific feedback?
- Are active participation techniques included throughout?
- Are the students actively engaged in the activities?
- Have you included instructional adaptations for English learners?
- Have you included instructional adaptations for students with special needs?
- Have you included instructional adaptations for gifted and talented students?

After Teaching a Lesson:

- Did you teach the lesson as planned? If not, what changes did you make to the lesson and why?
- To what extent did the class or group as a whole achieve the academic learning objectives of the lesson?
- In what ways was your lesson effective and what might you do differently to improve the lesson (Be specific about the components in your plan)?
- What will you do for the student(s) who did not achieve the academic learning goals?
- In what ways was your lesson effective and what might you do differently to improve the lesson for your English learners and academically challenged students?
- What will you do for the English learners and the challenged students who did not achieve the academic learning goals?
- Given your analysis of this lesson and the student learning that resulted, how will you use this information to guide your planning for future lessons? What is your next lesson with this class or group?
- After reflecting upon this instructional experience, what have you learned about the need for making adaptations as you plan for differentiated instruction? Cite specific information about the students, your plan for instruction, and the analysis of the lesson to explain your answer.
- What are your goals for increasing your knowledge and skill in implementing instruction? How will achieving these goals help you become a more effective teacher?

Part II – Cooperating Teacher’s Instructions

Introduction

We would like to take this opportunity to thank you for your time and effort in working with Stan State teacher candidates from the Single Subject Credential Program. We appreciate the critical role of the cooperating teacher in the teacher preparation process. Your teacher candidate will be with you for **two consecutive semesters** unless otherwise noted. The following information is provided to help you understand the requirements and responsibilities of being a cooperating teacher. The timeline offered in the SSCP First Semester Fieldwork and Schedule document is a suggestion to help you and your candidate; however, as each teacher candidate is different, please modify the timeline as necessary. All necessary forms can be found in the Appendix section or on our [Fieldwork Resources webpage](#). Your teacher candidate is in your classroom to learn about all parts of the teaching experience. Therefore, they should shadow you in all things that you do (class prep, teacher meetings, department meetings, etc.).

Your teacher candidate may be a substitute teacher **for your classroom up to five (5) consecutive days without university approval**, as long as they have the state-required credential that authorizes service in your district.

Each teacher candidate is assigned a university supervisor who will serve as a liaison between you and the university. It is also their goal to help you and your candidate have a productive learning experience. It is not necessary to limit discussions only to observation days. If it is helpful to you, the supervisor will be more than happy to talk with you on the phone or set additional times and places to meet. Should you have serious doubts concerning the teacher candidate’s competence or professional behavior, you should contact the university supervisor immediately rather than wait until later in the clinical practice experience. Please feel free to telephone the supervisor or the Office of Field Services fieldservices@csustan.edu / 209-667-3045 at any time.

Additionally, the California Commission on Teaching Credentialing (CCTC) requires that all cooperating teachers submit verification for 10 hours of teacher preparation. Standard 3: Clinical Practice states: *The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content- specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.* The 10 hours required may be provided by the Department of Teacher Education and university supervisor including the Fieldwork Orientation Meeting, lesson debriefing sessions with teacher candidate and university supervisor, attending TPA workshops, or other school/district/county professional development training. Further information is provided throughout the semester. Documentation for Standard 3 will only be required once. If there is no record on file of having completed 10 hours of teacher preparation, the Cooperating Teacher will be required to submit verification to the Office of Field Services using the [Cooperating Teacher CCTC Training Documentation Form](#).

Teacher Performance Assessment (TPA)

Teacher candidates must take both cycles of the TPA in order to earn their preliminary teaching credential in California. The TPA is a performance assessment that requires candidates to complete two cycles of assessment and teaching. Information regarding TPAs is provided during an orientation and over workshops and online resources throughout the program. For more information, please visit the [California Teaching Performance Assessment \(CalTPA\) webpage](#). Questions regarding TPA should be directed to the TPA office tpa@csustan.edu.

Forms to Use

Cooperating teachers are only required to complete the [Cooperating Teacher Observations](#). However, additional written feedback to the teacher candidate about their teaching is always encouraged. Cooperating teachers are always encouraged to conduct ongoing informal lesson observations and provide further feedback to their candidates to promote continual pedagogical growth.

Observations

The cooperating teacher is encouraged to make regular observations of the teacher candidate. The teacher candidate will benefit from:

- a) Acknowledgment of the strengths
- b) Encouragement to learn from mistakes
- c) Support for trying new strategies and techniques
- d) Prompt follow-up critiques
- e) Concise written comments on lesson plans

Teacher Candidate - Cooperating Teacher Conferences

- **Fieldwork Orientation Meeting** - In the first week of placement, the cooperating teacher, teacher candidate and university supervisor will have a conference. In this conference, the supervisor will explain the timelines and expectations for the clinical practice placement. At this point, suggested timelines for clinical practice may be modified to accommodate school schedules or required state testing.
- **Regular Conferences and Co-planning** – The cooperating teacher and the teacher candidate are encouraged to have regularly scheduled conferences to discuss the day's lessons and plan for future instruction. We recommend that the cooperating teacher provide the candidate with positive reinforcement and specific, constructive suggestions. The teacher candidate should have regular assignments and receive regular assistance.
- **Subject-Specific Pedagogical Skills** – Throughout the first semester of clinical practice, the cooperating teacher should refer to the [Subject-Specific Pedagogical Skills](#) for their content area and evaluate the teacher candidate on their pedagogical preparedness. This document should be completed at the end of the 1st semester of clinical practice and used during the Transition to 2nd Semester meeting with the university supervisor. This document is meant to be used as a guide for the teacher candidate in what skill areas need improvement and in which areas the teacher candidate is proficient. This document has been digitized and accessible on the Clinical Practice website under [Documents for Transition to the Second Semester Meeting for EDSS 4850 and EDSS 4870](#). The teacher candidate must keep a digital copy of this form in their final Student Progress folder.
- **Transition to 2nd Fieldwork Semester** – At the end of the 1st semester of clinical practice, a final evaluation conference is to be held between the cooperating teacher, teacher candidate, and university supervisor to discuss the [Transition Evaluation Form](#) that the university supervisor will complete using the online Google form. This form should be shared and discussed with the university supervisor and teacher candidate during a triad meeting. The teacher candidate must keep a digital copy of this form in their final Student Progress Folder.
- **Support Meetings with University Supervisor** – There will be a debriefing session between the university supervisor and teacher candidate to discuss the observed lesson plans taught (one in EDSS 4850 and six in EDSS 4855), provide support, clarification, and explain next steps for the teacher candidate. The cooperating teacher is welcome to join these debriefing sessions, however, the cooperating teacher is not required to participate except for the midterm (lesson #3) and final (lesson #6) observation debriefing as part of EDSS 4855. Each meeting may take approximately 20-30 minutes and should take place no later than 24 hours after the initial lesson observation. These meetings are very important and should be scheduled beforehand with an appropriate time to accommodate all parties.

The EDSS 4855 supervisor will meet with the teacher candidate about once every other week and complete a minimum of six formal observations. This may be increased if deemed necessary. The teacher candidate must send the university supervisor the proposed lesson plan using the [SSCP adopted lesson plan template](#) or [PowerPoint template](#) at least 48 hours in advance. The supervisor will have a pre-conference with the teacher candidate roughly 24 hours prior to the lesson to go over the lesson plans; they will then observe the full lesson, and then meet with the teacher candidate no later than 24 hours after the observation for a post-conference that should last from 20-30 minutes. The cooperating teacher may need to assume teaching duties immediately before and/or after the observation so the teacher candidate can meet with the supervisor.

Observation by Administrator and Letter of Recommendation

If the teacher candidate would like a formal observation conducted by the principal or other administrator, please assist them in making the necessary arrangements.

Part III- University Supervisors Instructions

SSCP Fieldwork Checklist Phase-In Sheet

This document provides a synopsis of the focal areas and roles and responsibilities of the teacher candidate as well as the cooperating teacher for the semester. Adherence to the schedule is very important to the success of the program. Minor modifications may be made to facilitate the best situation for everyone involved, with consensus from everyone in the triad.

Teacher Performance Assessment (TPA)

Teacher candidates must pass both cycles of the TPA in order to earn their preliminary teaching credential in California. The TPA is a performance assessment that requires candidates to complete two cycles of assessment and teaching. Information regarding TPAs is provided during an orientation and over workshops and online resources throughout the program. For more information, please visit the [California Teaching Performance Assessment \(CalTPA\) webpage](#). Questions regarding TPA should be directed to the TPA office tpa@csustan.edu.

Forms to Use

All forms for the University Supervisor for EDSS 4850, EDSS 4870, & EDSS 4855 are found on the [Fieldwork Resources](#) webpage.

Teacher Candidate - University Supervisor Conferences

- **Meeting with Site Administrator** – All supervisors should check in at the office prior to beginning conferences or observations. A supervisor should introduce themselves to the principal, give them your contact information, invite them to collaborate in the supervision of the teacher candidate, and thank them for accepting the teacher candidate.
- **Orientation/Intro. Conference - Prior to the teacher candidate beginning their clinical practice, the supervisor must have a conference** with the cooperating teacher and teacher candidate. In this conference, the supervisor will explain to the cooperating teacher and teacher candidate the timelines and expectations for the clinical practice placement. At this time, the schedule from the Phase-In may be modified in order to accommodate the school schedule or state testing.
- **Formal Lesson Observations** – A supervisor for EDSS 4850 must observe a minimum of one (1) complete lesson and hold a conference with the teacher candidate afterward. A supervisor for EDSS 4855 or EDSS 4870 must observe a minimum of six (6) complete lessons (unless advised otherwise) and hold a conference with the teacher candidate after each of these lessons. Each of these lesson observations should be scheduled throughout the semester with enough time in between each one to provide the teacher candidate adequate time to make improvements upon prior observations and allow for proper preparation. The university supervisor completes a formal evaluation via Google Form accessible from the [Fieldwork Resources](#) webpage located under the Single Subject Fieldwork Forms section.
- ❖ **Interns** - *will not have a cooperating teacher but will have a school-assigned intern support provider or a mentor. They are to meet weekly or every other week as necessary with their mentor/buddy teacher to plan lessons and to obtain any other assistance. The forms described in this section are to be completed by the university supervisor in consultation with the mentor/buddy teacher and the site principal. For Interns: the supervisor should make regular contact with the intern support provider or mentor teacher and the site administrator and invite them to this conference. Please refer to the intern handbook for more information.*

Observation by Administrator and Letter of Recommendation

If the teacher candidate would like a formal observation conducted by the school principal or other administrator, your assistance in making these arrangements would be appreciated.

Formal Observations Requirements and Etiquette

- **Pre- and Post-Conference** – *The teacher candidate sends the university supervisor a lesson plan at least 48 hours in advance of teaching that lesson using the adopted [SSCP Lesson Plan Template](#) or [Lesson Plan PowerPoint](#). University

supervisors should follow the pre-conference - observation – post-conference format. Upon completing the online observation form, cohort instructors and teacher candidates both receive a copy of the university supervisors’ observation critique. Notes on each lesson are to be original and specific to that lesson (no photocopied forms are allowed). After each observation, consider the following [question prompts](#) as a starting point for a coaching conversation, rather than an evaluative critique. Supervisors should communicate the teacher candidate’s strengths, what they are on the “verge of,” and provide specific written evidence, using language from the [Teacher Performance Expectations](#). Plan specific “Next Steps” that can be immediately implemented (rather than “work on increasing student engagement”). A more specific next step could be, (“Use pair share with a talk stem for two minutes, and regain their attention using the 1, 2, 3 eyes on me. Then pull sticks to call on students.”) Follow up on previous “Next steps.”

- **Pre-Conference** – *conducted about 24 hours before lesson is taught; may be conducted via email or other digital format (for example, the teacher candidate can email the lesson plan to the supervisor who reviews it and gives feedback) or synchronously using the telephone or an app. An observation should be rescheduled if the pre-conference was not able to take place.
- **Full Lesson** – In order to be able to accurately evaluate a lesson, it is imperative that the teacher candidate be observed for the whole lesson. The University Supervisor conducts a post-conference debrief with the teacher candidate no more than 24 hours after the lesson has been taught. This debriefing may take place in person directly after the lesson observation (*most preferable) or via phone, Zoom, or other digital application. The University Supervisor may wish to invite the Cooperating Teacher to the post-conferences for their input on the teacher candidate’s progress.
- **Observations** – are to be scheduled in advance, with at least 48-hour notice. Vary the time but follow the classroom schedule.
- **Follow Through** – Supervisors are to adhere to the scheduled observation time. This is a matter of respect. If the teacher candidate is expecting the supervisor on a certain day and time for an observation, the supervisor should adhere to this schedule unless there is an emergency. In case of emergency, the supervisor must notify the teacher candidate and cooperating teacher.
- **Post-observation Protocol** – Supervisors should schedule to meet teacher candidates to debrief lesson observations within 48 hours of the observation.
- **Additional Observations** – Supervisors may conduct additional observations as needed.
- **Signatures** – All triad members must sign and date the Record of Fieldwork Evaluations & Observations and any other signature sections available.
- **Evaluation Form** - A digital [University Supervisor Observations Form](#) or [Midterm/Final Assessment Form](#) must be completed for each observation within 24 hours of observing the teacher candidate. This form should document the teacher candidate’s progress. Each observation form is then emailed directly to the teacher candidate and their cohort instructor for future records. The teacher candidate is required to provide PDF copies of all formal evaluations and submit them as a necessary part of their Student Progress Folder submitted to Credentials Services for CCTC records.

Weekly Observation Guidelines

Pre-Conference - Format may alternate between:

- Individual pre-conference (meeting prior to observation; may be conducted via telephone or online).
- The teacher candidate sets the stage for the university supervisor by:
 - a) Showing, explaining lesson plan (including objectives, instructional strategies, practice).
 - b) Advising the supervisor of specific areas where attention might be directed during the observation.
 - c) Informing the supervisor of any specific circumstances of which he/she should be aware in order to observe in a manner that will be helpful.
- The teacher candidate has the opportunity to obtain feedback on questions prior to teaching the lesson.
- The supervisor has the opportunity to discuss the upcoming observation with the teacher candidate.

Observation of Classroom Lessons

Generally, each observation should be of one full lesson. However, for very long lessons, the observation may be terminated after about one hour if the supervisor feels that he/she has adequate information for the post-conference. This needs to be accompanied by a detailed lesson plan.

Formal lesson observations should be evenly distributed over the academic semester of the placement. Modifications may

be made to accommodate for mandated state testing. **Only under special circumstances should two formal observations be conducted in one week; and two formal observations are never to be conducted in the same day.** If there is a special circumstance that warrants doing multiple observations in the same week, contact the Coordinator(s) of the Single Subject Credential Program **prior to doing the observations.** Use the appropriate digital form located on the [Fieldwork Resources](#) webpage to record the evaluation of the observation.

Post-Conference (*no later than 24 hours after the observed lesson)

- Individual post-conferences are required; the time will vary according to need and circumstance **but should last 20-30 minutes.**
- It is best to hold the post-conference on the day of the observation (when the lesson is fresh on everyone's mind) but may be held on a subsequent day (if this is the only viable option).
- Discuss the data collected by the supervisor: evidence of Teacher Performance Expectations (TPEs) using academic and content-specific language; teacher candidate's strengths; what the teacher candidate is "on the verge of" based on the TPEs subdomain descriptions; specific "Next Steps".
- Discuss the [Guiding Questions](#) as needed.
- Establish goals for future observations.

Note: University supervisors may combine other forms of conferencing and observation with the above procedures.

Guidelines for the Post-Conference

- To help the teacher candidates realize their full potential, make clear the standard of performance; this enables the student to learn the supervisor's preferences in quality, quantity, and methods of work and to understand the supervisor's reasons.
- To give the students a clear picture of their progress with emphasis on strengths as well as weaknesses, write comments on the lesson plans.
- Discuss plans for improvement and suggest projects or activities that better utilize the student's strengths.
- Build strong, personal relationships in which both are willing to talk frankly.
- Eliminate or reduce anxiety (anticipate some curiosity, tension or anxiety; be prepared to reduce it).

Conference Atmosphere

- The Supervisor must arrange time for the conference and recognize that it is highly important. Thus, while the duration of the conference may vary according to needs, **most conferences should last from 20 to 30 minutes.**
- Place primary interest upon the development and growth of the teacher candidate. The candidate must feel that the activity is a constructive, collaborative one.
- Leave the impression that your evaluation is formative and is not unalterable or permanent.
- Listen attentively as well as politely. Avoid domination or cross-examination.
- Encourage the teacher candidate to do some self-evaluation of the lesson first, by asking what they would do again in teaching the lesson and what they would do differently the next time the lesson is taught.
- Make this a two-way conference. Have the teacher candidate list any questions that need to be answered.

Closing the Conference

- Review the points made in the conference. Encourage the teacher candidate to summarize or put them in their own words.
- Reassure the teacher candidate of your interest in their progress.
- Close when you both have a feeling of satisfaction about the results obtained.
- Go over the observation form with the teacher candidate.

Who Evaluates

The cooperating teacher, the university supervisor, and the teacher candidate all have equal voices in the evaluation process, which should be the culmination of a professional collaboration.

Evaluation and Credit for Teacher Candidates

University supervisors will evaluate teacher candidates in EDSS 4850 a minimum of one (1) time. Candidates in EDSS 4855 and 4870 will be evaluated on a minimum of six (6) formal lesson observations which includes two (2) summative assessments (lesson observations #3 and #6). *See the links to the following syllabi: [EDSS 4850](#), [EDSS 4855](#), [EDSS 4870](#).