



SB 2042 Multiple Subject (MSCP) 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

Supervised Clinical Practice (a.k.a student teaching or student interning) is the culminating field experience for candidates enrolled in the **Multiple 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. Supervised 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 supervised clinical practice experience, Cooperating Teachers (CT), University Supervisors (US) and Teacher Candidates (TC) form a Triad.

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 placement completion. 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 of the Multiple Subject Credential Program, can answer those questions that are not answered by this handbook.

The Multiple 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 the clinical practice placement.

Contact Information

Multiple Subject Credential Program

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Part I – Teacher Candidate's Instructions

Fieldwork Clearance Timeline & Process

1) Completion of Placement Eligibility Requirements

Candidates interested in beginning their supervised clinical practice placement for the Multiple Subject Credential Program are responsible for completing the following placement eligibility requirements **prior to proceeding with the placement process**:

- a) Successful completion of Subject Matter Competency <https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>
- b) Successful completion of Basic Skills Requirement [https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667\)](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667))
- c) Complete required program courses with a letter grade of C or better
- d) Obtain a minimum Grade Point Average (GPA) of 3.0
- e) Hold a valid TB test – documentation must be valid for entire placement period.
- f) Hold a valid Certificate of Clearance from CCTC – documentation must be valid for entire placement period.
- g) RICA Attempt - the RICA exam should be taken immediately following the completion of EDMS 4110 Reading Methods course.
 - Proof of registration or attempt will be required. One subtest will suffice to be able to proceed with the placement process. **However, you must pass all RICA subtests to apply for your preliminary credential.**

California law requires anyone working in the schools be fingerprinted and cleared by the State. A candidate cannot proceed with a supervised 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 complete clinical practice at 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 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 website](#).

3) Clinical Practice Placement Application

Students interested in beginning their fieldwork experience are required to submit a **Placement Application** with Field Services. The Placement 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 Placement Application will not proceed with clinical practice, regardless of pathway.***

4) Fieldwork Clearance

All students who submit a Placement 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 clear and proceed with the placement process.

5) Fieldwork Orientation

Every applicant, whether they have been cleared to proceed with the placement process or not, must attend a **Fieldwork Orientation**. This Orientation usually takes place late April/early May for Fall applicants and late October/early November for Spring applicants. Dates for orientation are provided to students via their Stan State email account. **Attendance is mandatory.** Failure to attend will result in application removal.

6) Assignment of Placement

The Office of Field Services assigns all eligible candidates to a specific school site within Stan State's six-county region. Each student will be assigned to a Cooperating Teacher (unless the candidate is an employed as Teacher of Record and has been approved by the Department Chair of Teacher Education).

Every effort is made from the Office of Field Services to secure a placement as close as possible to the home city that is listed on the Placement Application. However, placements will be prioritized at sites where Cooperating Teachers are available. **Teacher Candidates may not 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 Placement Application. Once a placement is confirmed by the district and school site, it cannot be changed/cancelled.**

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 via Stan State email accounts.

Supervisors are assigned mid-to-late August/January due to supervisor workloads and contract dates. All cleared candidates, including employed students (approved Interns) will be assigned with 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 placement nor select their supervisor.

***It is very important for all teacher candidates to show up to their confirmed placement, particularly on the first official day of the fieldwork period. Students are responsible to notify Field Services if they cannot or do not want to proceed with their supervised clinical practice placement prior to the first official start date. Failure to do so, will be subject to meet with the Department Chair, Program and Placement Coordinators.**

8) Class Registration

Cleared candidates must register for:

- EDMS 4180 Classroom Management/Professional Practices - 3 units (meets one night a week)
- EDMS 4190 Student Teaching Practicum I - 4 units (this is your field placement)
- EDMS 4191 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.**

It is advised that students complete all other program courses prior to starting their placement. However, MSCP teacher candidates are allowed to enroll in 3 additional units along with the field placement and classroom management class.

***The additional 3-unit load excludes EDMS 4110/4111 AND EDMS 4121. Any student who has yet to complete those two courses will automatically become ineligible to proceed with a supervised clinical practice placement.**

***Any student who needs to enroll in more than 3 units other than the three fieldwork courses is required to submit a Selection and Review Petition Form along with a statement letter to Teacher Education for Committee approval. Petitions require submission 2 weeks before the committee meeting. Committee meeting dates can be found on the Teacher Education website.**

Fall Semester Clinical Practice	Spring Semester Clinical Practice
Fall Semester clinical practice usually begins in mid-August and ends in mid-December. The Office of Field Services will inform students of the exact dates. It is highly recommended that fall semester teacher candidates contact their cooperating teacher early and spend time in the classroom in the first few days of instruction to learn how the teacher sets up the classroom routines and discipline plan.	Spring Semester clinical practice usually begins in mid-January and ends in mid-May. The Office of Field Services will inform students of the exact dates. It is highly recommended that spring semester teacher candidates contact their cooperating teacher early in January and spend time in the classroom the first few days of instruction to see the teacher review classroom routines and discipline plan.

Prior to the Official Beginning of Clinical Practice Placement

- **Contact Cooperating Teacher Early** – Teacher Candidates need to contact the cooperating teacher at least **one week** prior to the official beginning of the placement to arrange for the first meeting. Introduce yourself and share your contact information.
- **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 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 the clinical practice placement. 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 candidate will not be expected to teach lessons at this time.

Placement Details

MSCP Co-Teaching Phase-In Schedule

This document provides a synopsis of the focal areas and roles and responsibilities of the Teacher Candidate (a.k.a. Student Teacher – ST) 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 (ST, CT, US).

Observations, Meetings, and Conferences

- **Daily Conferences & Co-Planning** – The Teacher Candidate and Cooperating Teacher need to have a daily conference and co-planning time to discuss the day's lessons and plan for the next day. Cooperating Teachers will work with their candidates in providing opportunities for positive reinforcement and specific constructive suggestions. The Cooperating Teacher will 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 Records (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** - The supervisor is to observe **a minimum of six (6) complete lesson observations and hold a conference with the teacher candidate after each of these lesson observations.** The candidate should receive a copy of the formal observation form.

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

- **Orientation Conference** - In the first week of the placement, the triad will meet. During this conference, the Supervisor will explain to the Teacher Candidate and the Cooperating Teacher the timelines and expectations for the supervised clinical practice placement. This orientation conference could take place at the time of the Meet and Greet training (if attending).
- **Formative Assessment of Teacher Candidate** - Formative Assessments are reviewed in Triad Meetings at weeks 5 and 10 of the placement to discuss the written form. The Triad will also complete a Growth Plan for the Teacher Candidate on each formative assessment. This form is to be turned in to the University supervisor immediately upon completion. The candidate must keep one copy in the portfolio.

- **Summative Assessment of Teacher Candidate** - A formal and final evaluation Triad Meeting at week 16 is held to discuss the Summative Assessment. All parties must sign the form. All Teacher Candidates complete an Individual (Induction) Development Plan – IDP which serves as the transition document for their induction program once employed. This form is to be turned in to the University Supervisor immediately upon completion. **The Teacher Candidate is responsible for keeping a copy of the IDP for their records and providing it to Induction Coordinators at school districts upon hire.**

For interns who are doing half of their clinical practice each semester, the Formative Assessment of Teacher Candidate will be completed twice; one during the first semester and another during the second semester. The Summative Assessment of Teacher Candidate will be completed at the end of the second semester of clinical practice.

Evaluation and Credit for Teacher Candidates – Including Employed Teacher Candidates

Candidates will be evaluated on a minimum of 6 formal observations, 2 formative evaluations, and 1 summative evaluation.

Assessment Rubric		
Formal Observation Records	If the candidate receives more than two scores of 1-1.5 for two formal observations.	* University Supervisor must fill out an improvement plan.
Formative Assessment: Week 5	If the candidate receives less than 70% scores of 2.	Placed on probation – * Fill out an improvement plan. Academic Probation
Formative Assessment: Week 10	If the candidate receives less than 80% scores of 2.	No Credit for EDMS 4190 and EDMS 4191. Dismissed from program.
Summative Assessment: Week 16	If the candidate receives less than 90% scores of 2.	No Credit for EDMS 4191. Dismissed from Program.

***Fieldwork Improvement Plan will be initiated.**

Teacher Performance Assessment (TPA)

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

Student Teaching 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 student teaching placement must first obtain approval from the Department Chair of Teacher Education. Approval from Department Chair includes an individual meeting.

The University does not provide paid teaching positions. If approved you will need to contact the districts directly, apply for the position and be hired by the school district prior to the start of the clinical practice placement period.

In order to utilize the teacher-of-record position as your fieldwork placement to fulfill the credential requirement of supervised 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.
- b) Be in a classroom that meets the state requirements for the Multiple Subjects 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.

Employed students will be supervised for one semester in the same manner as traditional teacher candidates.

Requirements for Internship:

Intern positions must be within the University's six-county service area (Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne). Positions outside the six-county service area will be considered on a case-by-case basis.

- 1) Obtain approval from the Department Chair of Teacher Education, Dr. Jon McFarland – jmcfarland1@csustan.edu
- 2) When a school district offers you a position as an Intern Teacher you must:
 - Contact Credential Services at credentials@csustan.edu with your employment offer/contract displaying:
 - Your name
 - Assigned school site
 - Grade level
 - Start date
 - Credential Services will review your records to verify that you qualify for an internship.
 - If you qualify, Credential Services will give you an Intern Memorandum of Understanding (Intern MOU) along with a Supplement to Internship Contract for you and your hiring district to fill out, sign and return to Credential Services.
 - **It is your responsibility to get these forms filled out by your hiring district and return to Credential Services for processing.**
 - You must also notify the office of Field Services (fieldservices@csustan.edu or 667-3045).
 - When you submit the completed forms to Credential Services, they will recommend your application for an Intern Credential to the California Commission on Teacher Credentialing (CCTC)
- 3) Register for the following fieldwork courses:
 - EDMS 4180 Classroom Management
 - EDMS 4190 Student teaching Practicum I
 - EDMS 4191 Student teaching Practicum II.
 - EDUC 6538 – Intern Seminar (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 course 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 course, please visit the [Professional Development Teacher Education - Stanislaus State Extended and International Education webpage](#)

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 Interns success. They also ensure that they provide a minimum of 72 hours of support/mentoring 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 their supervised clinical practice. (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 ESCP Interns is provided through EDUC 6538 Intern Teaching Seminar. This is a required course. Attendance and participation 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 fulfill the supervised 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 work days, 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, student teaching 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 failing the RICA and TPAs. The intern credential is only valid for two years, and if these requirements are not met by that timeframe, 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 supervised clinical practice period. The dress code below is a good example of what students can and cannot wear during visits to schools and for supervised 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 skirts 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

In order to continue in good program 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, or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant advantage to any student.
- d) Arrives ready to learn and with a positive attitude.
- e) Maintains flexibility in planning and implementing instruction to meet the needs of all students.
- f) Arrives to school early and leaves when CT states.
- g) Demonstrates initiative and reliability in successfully completing the credential requirements, coursework, lesson planning, instruction, and daily classroom routines.
- h) Participates in required program activities.
- i) Technology use is kept to a minimum and only used during scheduled breaks.
- j) Makes satisfactory progress in meeting requirements.
- k) Reflects and self-assesses to improve practice.
- l) Collaborates effectively.
- m) Compartmentalizes personal issues. Leave personal-related issues at home.
- n) 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 supervised clinical practice is taking place.

4) Punctuality, Late Assignments, Preparedness

- a) Meets deadlines for assignments.
- b) Notifies Cooperating Teacher(s) and University Supervisor in advance of absences or if needing to leave early/arrive late and makes appropriate arrangements for classroom activities/instruction during absent time.
- 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. Student 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).

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 comes aware of behaviors that may imperil a candidate's success in the program, he/she 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 Fieldwork Improvement Plan Form (while completing clinical practice)

- 1) The university supervisor notes specific areas of needed growth based on the TPEs, with explanation/examples. 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 Improvement Plan to Program Coordinator and Field Services Coordinator.
- 3) The university supervisor follows up to check that expected performance goals were met. Communicates update to the Program Coordinator and Field Services Coordinator.
- 4) If the goals are not met, the Teacher Candidate may be dismissed from clinical practice and may not be given credit. The Program Coordinator communicates to the student- Automatic recommendation for dismissal from program (via email or phone call). Teacher Candidate immediately stops attending the school site once notified. 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 will 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 supervised clinical practice placement.
- 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 fieldwork courses.** After census date, the Program Coordinator may determine if the candidate may remain in program courses or immediately stop attending all courses.

Candidate Dismissal from Program

The candidate will be notified regarding dismissal from the program via email or letter that he/she is being recommended for dismissal from the credential program.

If a candidate wishes to dispute the decision, he/she 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 during the sixteen-week placement.

During the sixteen weeks, candidates report to the school site NO LATER than the time that teachers must be on site and stay on site AT LEAST until the time when teachers can leave the school. However, in many cases the Student Teacher WILL HAVE TO REPORT TO SCHOOL EARLIER AND/OR STAY LATER than the required time, when professional duties and obligations mandate it.

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

All missed days must be made up towards the end of the clinical practice placement. The fieldwork dates provided by the Office of Field Services incorporates extra days for teacher candidates to make up any missed time, if needed.

- i. **Illness While at School Site**– If the Teacher Candidate (ST) becomes ill or for other reasons is unable to student teach, the ST 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.
- 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 ST 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.

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 required to attend all faculty meetings and school functions (such as open house, 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.

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, at recess and lunch time, on field trips).
- vi. Serve on recess, lunch, and bus duty 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 to may substitute **ONLY FOR THE COOPERATING TEACHER 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 only substitute for the cooperating teacher – and not for any other teacher in the school or district.
- 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.
- f) The site principal agrees to assign a credentialed person.

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

Letters of Recommendation

The Teacher Candidate should request letters from the Cooperating Teacher, University Supervisor and the site administrator (if possible). Before asking the site administrator to write a letter, the ST 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, the ST 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 48hr 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. Interns are required to do block planning for each week

- **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 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 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?

Intern Teacher Candidates: Should reflect on a weekly basis on how things are progressing in the classroom. The questions listed above may be used for reflection.

Part II – Cooperating Teacher’s Instructions

Introduction

We would like to take this opportunity thank you for your time and effort in working with Teacher Candidates from the Multiple Subject Credential Program at CSU, Stanislaus. We appreciate the critical role of the Cooperating Teacher in the teacher preparation process. Your Teacher Candidate (ST) will be with you for **sixteen weeks** unless otherwise noted. The following information provided is to help you understand the requirements and responsibilities of being a Cooperating Teacher (CT). The timeline offered in the MSCP Co-Teaching Phase-In Schedule is a suggestion to help you and your ST; however, as each Teacher Candidate is different, please modify the timeline as necessary. All necessary forms can be found in the Supervised Clinical Practice Placement Forms section or on the [Elementary Education \(MSCP\) Website](#) under the Clinical Practice dropdown section. 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 (yard duty, teacher meetings, student-study team meetings, etc.).

Your Teacher Candidate may be a substitute teacher **for your classroom only**, 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 his/her goal to help you and your Teacher 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 are provided by the Department and University Supervisor, through a Meet and Greet, two online modules/videos, TPA workshops and Triad meetings. Cooperating Teachers can also meet the 10hr requirement through other attended trainings provided by a district or school site. 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.

MSCP Co-Teaching Phase-In Schedule

This document provides a synopsis of the focal areas and roles and responsibilities of the Teacher Candidate (a.k.a. Student Teacher – ST) 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 (ST, CT, US).

Teacher Performance Assessment (TPA)

Teacher Candidates must pass 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 **Formative Assessments** and the **Summative Assessment**. However, additional written feedback to the Teacher Candidate about their teaching is always encouraged. Cooperating Teachers may choose to use the same form used by the University Supervisor (Formal Lesson Observation) to document lesson observations and provide further feedback.

Observations

The Cooperating Teacher is encouraged to make regular observations of the Teacher Candidate (ST). The ST 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

- ***Orientation Conference*** - 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 supervised clinical practice placement. At this point, suggested timelines for the clinical practice placement may be modified to accommodate school schedules or required state testing.
- ***Daily Conferences and Co-planning*** – The Cooperating Teacher and the Teacher Candidate need to have a daily conference to discuss the day's lessons and plan for the next day. We recommend that the Cooperating Teacher provide the Teacher Candidate with positive reinforcement and specific, constructive suggestions. The Teacher Candidate should have regular assignments and receive regular assistance.
- ***Formative Assessment of Teacher Candidate*** – The Cooperating Teacher should draft scores and supporting evidence for each 5D+ domain before the Triad meeting. Formative Assessment conferences at weeks 5 and 10 of the placement with the Cooperating Teacher, Teacher Candidate and University Supervisor are required to discuss the written form. A Growth Plan also needs to be completed with the Teacher Candidate and University Supervisor. This form should be shared with the University Supervisor and Teacher Candidate during a Triad meeting.
- ***Summative Assessment of Teacher Candidate*** - A final evaluation conference is to be held at week 16 with the Cooperating Teacher, Teacher Candidate and University Supervisor to discuss the evaluation. Everyone must sign the form acknowledging that it was reviewed. This form should be shared with the University Supervisor and Teacher Candidate during a Triad meeting.
- ***Support Meetings with University Supervisor*** – There will be three (3) formal meetings with the University Supervisor and Cooperating Teacher to provide support, clarification, and shared responsibility for the Teacher Candidate: (Meet and Greet/Introduction meeting at week 1; Support meeting and review of formative evaluation at week 5; Support meeting and review of formative evaluation at week 10.) Each meeting may take approximately 20-30 minutes. These meetings are very important and could be scheduled right before an appropriate time for the Triad meeting. The Check Out meeting/Summative Evaluation meeting with Teacher Candidate takes place at week 16.

The supervisor will meet with the Teacher Candidate about once every other week and complete a minimum of six formal observations. This may be increased as necessary. The supervisor will have a pre-conference with the Teacher Candidate just prior to the lesson to go over the lesson plans; he/she will then observe the full lesson, and then meet with the Teacher Candidate for a post-conference that should last from 15-30 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

MSCP Co-Teaching Phase-In Schedule

This document provides a synopsis of the focal areas and roles and responsibilities of the Teacher Candidate (a.k.a. Student Teacher – ST) 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 (ST, CT, US).

Teacher Performance Assessment (TPA)

Teacher Candidates must pass 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](http://caltpa.org). Questions regarding TPA should be directed to the TPA office tpa@csustan.edu.

Forms to Use

- **Formal Lesson Observation Form** – to record formal lesson observations
- **Formative Assessment** – for evaluation purposes
- **Summative Assessment** – for evaluative purposes

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 him/herself to the principal, give him/her your contact information, invite him/her to collaborate in the supervision of the Teacher Candidate, and thank him/her for accepting the Teacher Candidate.
- **Orientation/Intro. Conference - In the first week of the placement, 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 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**. After each lesson, the Teacher Candidate must sign the form that records the visits and observations by the supervisor.
- **Formative Assessment of Teacher Candidate and Triad Meetings** - The supervisor is to must hold a formal conference with the Cooperating Teacher and Teacher Candidate at weeks 5 and 10 of the placement to discuss the written form. This form is to be turned in to the supervisor immediately upon completion. The supervisor keeps the original and gives copies to the Teacher Candidate and Cooperating Teacher for inclusion in his/her portfolio.
- **Summative Assessment of Teacher Candidate** - The supervisor holds a formal final evaluation conference with the Teacher Candidate and Cooperating Teacher in Week 16 to discuss this evaluation. All parties must sign the form. The master form is kept for the university and copies are given to the Teacher Candidate and Cooperating Teacher.
- ❖ **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** – University Supervisors must follow the pre-conference - observation – post-conference format. Supervisors must give the Teacher Candidate a written copy of the observation critique. Notes on each lesson are to be original and specific to that lesson (no photocopied forms are allowed). After each observation, use the wondering stems and prompts on the observation form to having a coaching conversation, rather than an evaluative critique. Supervisors must communicate the Teacher Candidate’s strengths, what they are on the “verge of” and provide specific written evidence, using language from the 5D+ rubric. 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** – 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.
- **Observations** – are to be scheduled in advance, with at least 48-hour notice. Vary the time and subject 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.
- **Additional Observations** – Supervisors may conduct additional observations as many as needed.
- **Signatures** – All triad members must sign and date the Record of Fieldwork Evaluations & Observations (Signature Log) and any other signature sections available.
- **Formal Lesson Observation Form** - A Formal Lesson Observation Form should be complete for each observation. This form should document the Teacher Candidate’s progress. All of these forms must be submitted to the Office of Field Services when clinical practice is completed.
- **Record of Fieldwork Evaluations and Observations**
It is very important that this form (aka signature log) be maintained accurately. It should document each visit and observation with the Teacher Candidate and Cooperating Teacher. This form is to be submitted to the Office of Field Services at the end of the semester.

Submission of Documentation for Final Evaluation

At the end of the supervised clinical practice placement, University Supervisors are responsible for submitting the following documentation to the Office of Field Services for each Teacher Candidate via email to fieldservices@csustan.edu

- **Record of Fieldwork Evaluations and Observations**
- **Six (6) Formal Lesson Observations**
- **Formative Assessment of Teacher Candidate (Week 5)**
- **Formative Assessment of Teacher Candidate (Week 10)**
- **Summative Assessment of Teacher Candidate (Week 16)**
- **Individual (Induction) Development Plan - IDP**

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 sixteen weeks of the placement and should adhere as much as possible to the schedule listed in the Phase-In Schedule. 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 of the Multiple Subject Credential Program **prior to doing the observations**. Use the Record of Fieldwork Evaluations and Observations form to record the observation.

Post-Conference (on day of lesson or immediately thereafter)

- Individual post-conferences are required; the time will vary according to need and circumstance **but should last 15-30 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 TPEs using 5D+ rubric language; ST's strengths; what the ST is "on the verge of" based on the 5D+ rubric subdomain descriptions; specific "Next Steps".
- Discuss the 5D+ Framework 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 Candidate 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 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 15 to 30 minutes**.
- Place primary interest upon the development and growth of the Teacher Candidate. The Teacher 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, the school site Administrator 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 – Including Employed Teacher Candidates

Candidates will be evaluated on a minimum of six (6) formal lesson observations, two (2) formative assessments and one (1) summative assessment.

Assessment Rubric		
Formal Observation Records	If the candidate receives more than two scores of 1-1.5 for two formal observations.	* University Supervisor must fill out an improvement plan.
Formative Assessment: Week 5	If the candidate receives less than 70% scores of 2.	Placed on probation – * Fill out an improvement plan. Academic Probation
Formative Assessment: Week 10	If the candidate receives less than 80% scores of 2.	No Credit for EDMS 4190 and EDMS 4191. Dismissed from program.
Summative Assessment: Week 16	If the candidate receives less than 90% scores of 2.	No Credit for EDMS 4191. Dismissed from Program.

Syllabi for EDMS 4190 and 4191

EDMS 4190: Fieldwork Practicum I (4 Units)

Our Conceptual Framework

Mission Statement: Preparing Leaders in Learning

The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

Vision Statement: Enhancing Lifelong Learning

The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, possess the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

I. Course Description

This course is designed to provide field experience for candidates for the multiple subject credential program. While enrolled in this 8-week first practicum, students will participate in a supervised clinical practice experience under the supervision of a cooperating teacher and a University supervisor.

In this first experience in clinical practice, candidates begin by observing the cooperating teacher and other teachers in the school and gradually begin to assume responsibility for teaching, first in tutorials with individual students, then for groups and eventually the whole class. We encourage a co-teaching model where the Teacher Candidate and Cooperating Teacher together plan and teach lessons.

The Teacher Candidate will be required to assume all the duties of a classroom teacher including lesson planning, lesson presentation, student assessment, curriculum planning, and classroom management for reading/language arts. Furthermore, the Teacher Candidate will complete all adjunct duties of a teacher included, but not limited to, yard duty, daily attendance, parent conferences, back to school/open house, etc.

II. Required Readings

There are no textbooks for this practicum. Students will read and use the teacher's curriculum guides used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level. The Teacher Candidate should read over the 5D+ Rubric and Framework in week 1 to familiarize with them.

III. Course Requirements

1. Daily attendance at the school site. Student shall be punctual to class remain at school for the whole day, five days per week.
2. Develop a collaborative relationship with the cooperating teacher and University supervisor.
3. Plan lessons for a group of students or for the whole class, under the direction of the cooperating teacher.
4. Manage the classroom setting, including maintaining a safe and orderly environment, planning for students to make effective use of instructional time, and organizing instruction for maximum student benefit.
5. Attend meetings required of the cooperating teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
6. Reflect on lessons taught.
7. Begin to attain all the outcomes as specified in the Summative Assessment of Teacher Candidate form.

IV. Evaluation

This course is graded Credit/No Credit (CR/NC). To obtain credit, the student must perform at the least Basic level (2) on 90% of the items listed under the Five Dimensions of Teaching Rubric (5D+) that are aligned with the Teacher Performance Expectations as specified on the **Formative Assessment of Teacher Candidate** form. The cooperating teacher, in consultation with the University supervisor, will determine if sufficient progress has been made to warrant advancement to “Student teaching Practicum II.”

The University supervisor and the cooperating teacher shall be responsible for evaluating the Teacher Candidate. The University supervisor will conduct at least three formal observation cycles during these first eight weeks of clinical practice.

At the fifth week, the cooperating teacher in collaboration with the University Supervisor, shall complete the **Formative Assessment of Teacher Candidate**.

V. Course Objectives

The following MSCP Standard is to be met in this course.

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)

The Teaching Performance Expectations describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards. These standards are aligned with the 5D+ rubric that will be used throughout the clinical practice placement.

TPE 1: Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and socio-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
7. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
8. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

9. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Standard 3 Clinical Practice

VI. Course Schedule

There is no class meeting time. Students will follow the daily schedule of faculty at the school site to which they are assigned. The clinical practice assignment will be for the first eight weeks of the supervised clinical practice semester.

EDMS 4191: Fieldwork Practicum II (5 Units)

I. Course Description

This practicum is designed to provide field experience for candidates for the multiple subjects credential program and is a continuation of EDMS 4190 Student Teaching Practicum I. While enrolled in this eight-week second practicum, students will participate in a supervised clinical practice experience under the supervision of a cooperating teacher and a University supervisor. Students will report directly to the school of assignment at the opening of the school day and remain at the site until all professional duties are completed at the end of the day five days per week, but in no case shall leave the school site prior to the legal dismissal time for teachers employed at the school.

In this second experience in clinical practice, candidates begin to teach other subjects in addition to the reading/language arts that they were doing in the first eight weeks. Students will have two weeks of teaching all subjects under the supervision of the cooperating teacher (guided solo) and two weeks where they teach all subjects on their own (solo teaching) with occasional visits by the cooperating teacher and University supervisor.

The Teacher Candidate will be required to assume all the duties of a classroom teacher including lesson planning, lesson presentation, student assessment, curriculum planning, and classroom management for all subjects. Furthermore, the Teacher Candidate will complete all adjunct duties of a teacher included, but not limited to, yard duty, daily attendance, parent conferences, back to school/open house, etc.

II. Required Readings

There are no textbooks for this practicum. Students will read and use the teacher's guides of textbooks used by the school of assignment to plan and deliver lessons following the school district-adopted curriculum for that grade level.

III. Course Requirements

1. Daily attendance (M-F) at the school site. Student shall punctually report to the school of assignment at the designated time for that particular school and leave no earlier than the legal dismissal time for the teachers employed in that school.
2. Develop a collaborative relationship with the cooperating teacher and University supervisor.
3. Plan lessons for groups of students or for the whole class for all subjects, under the direction of the cooperating teacher.
4. Manage the classroom setting, including maintaining a safe and orderly environment, planning for students to make effective use of instructional time, and organizing instruction for maximum student benefit.
5. Attend meetings required of the cooperating teacher, including, but not limited to, faculty meetings, IEP meeting, parent conferences, open house/back to school night, etc.
6. Reflect on lessons taught, and maintain a journal of these reflections.
7. Attain all the outcomes as specified in the **Summative Assessment of Teacher Candidate** form.
8. Complete the Teacher Performance Assessment (TPA).

IV. Evaluation

This course is graded Credit/No Credit (CR/NC).

To obtain credit, the student must meet all Teacher Performance Expectations specified on the **Summative Assessment of Teacher Candidate** form. The University supervisor and the cooperating teacher shall be responsible for evaluating the teacher candidate. The University supervisor will conduct at least three formal observation cycles during these second eight weeks of supervised clinical practice. At week 10, the cooperating teacher in collaboration with the University supervisor shall complete the **Formative Assessment of Teacher Candidate** form.

V. Course Objectives

The following MSCP Standard is to be met in this course.

Standard 2: Preparing Candidates to Master the Teaching Performance Expectations (TPEs)

The *Teaching Performance Expectations* describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

TPE 1: Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and socio-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language

within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals

and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Standard 3 Clinical Practice

VI. Course Schedule

There is no class meeting time. Students will follow the daily schedule of faculty at the school site to which they are assigned.

Supervised Clinical Practice Placement Forms

Forms must first be downloaded to your computer before editing.

- [5D+ Rubric with TPEs.pdf](#)
- [600hr-log-mscp-record-of-clinical-practice_0.pdf \(csustan.edu\)](#)
- [Co-Teaching Phase-In Schedule.pdf](#)
- [Covid-19 Incident Report and Action Plan](#)
- [CT 10hr Form.adobesign](#)
- [Formal Lesson Observation Form.docx](#)
- [Formative Assessment with Traditional Growth Plan.docx](#)
- [Formative Assessment with Impact Cycle Growth Plan.docx](#)
- [Handy Dandy MSCP Advising Sheet.pdf](#)
- [IDP - Individual \(Induction\) Development Plan.docx](#)
- [Improvement Plan.pdf](#)
- [Summative Assessment.docx](#)
- [Signature Log.docx](#)
- [Parent Consent Form for Video Recording - English.docx](#)
- [Parent Consent Form for Video Recording - Spanish.docx](#)

Submission of Clinical Practice Paperwork for Final Evaluation

At the end of the clinical practice placement, **students are responsible for submitting the 600hr log and verification for the 50 miscellaneous hours** to the Office of Field Services via email.

MSCP University Supervisors are responsible for submitting the following documentation for each Teacher Candidate to the Office of Field Services via email.

- 6 Formal Lesson Observations (Unless advised otherwise.)
- 2 Formative Assessments (Unless advised otherwise.)
- 1 Summative Assessment
- IDP - Individual (Induction) Development Plan
 - Remember, candidates must keep a copy of the IDP to turn it in to Induction Coordinator upon hire.
- Signature Log - Record of Placement Evaluations and Observations

*All forms can be located and downloaded from the [Elementary Education \(MSCP\) Website](https://www.csustan.edu/teacher-education/elementary-education) - <https://www.csustan.edu/teacher-education/elementary-education>