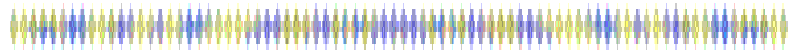


On-Site Liaison Handbook



ON-SITE LIAISON RESPONSIBILITIES

Thank you for your willingness to become an On-Site Liaison (OSL) with CSUSM's Middle Level Education Credential Program. The role of the OSL is critical to the success of the Program and the preparation of Teacher Candidates (TCs). You are a critical liaison between the Teacher Candidate (TC), the Cooperating Teacher (CT), and the University Supervisor (US). As the OSL you will:

General Protocols:

1. Please read this handbook to become familiar with the CSUSM Teacher Preparation Program. Become especially familiar with the California Standards for the Teaching Profession and the Teacher Performance Expectations.
2. Help select CTs according to your school or district process. As soon as possible after you have received your placements, contact the administrators, CTs, and TCs to arrange for introductions and a brief orientation to your school site and district.
3. Welcome TCs and familiarize them with the school site by introducing them to other faculty members, administrators, counselors, and by inviting them to faculty meetings and in-service activities, and providing a tour of the school facilities. **Have them fill out an emergency contact card to keep on file in the front office.**
4. Work with the US to schedule an introductory meeting of all parties at the beginning of the semester. During the meeting, facilitate a discussion of planning protocols and observation dates with both the TC and CT.
5. Work with the US to ensure that your students have the best possible learning situations.
6. Act as liaison between TCs, CTs, school administrators, and the US. Maintain ongoing communication with the US and CT and assist in solving field-related problems.
7. **Hold weekly meetings** for your TCs. These may be used to assist TCs in resolving issues and to help with common needs (e.g. management or planning issues). Many OSLs use these meetings to invite guest speakers to address specific issues for their TCs (e.g. Education Specialists, administrators, BTSA support providers, counselors, etc.).
8. **Work with the US to schedule for the exit conference at the conclusion of full-time Clinical Practice.** The conference is a time to discuss the TC's successes and areas for growth as you observed over the semester. All participants will discuss and sign the TPE Assessment Checklist (completed by the TC and CT) and the Clinical Practice Summary (completed by the US) and copies will be distributed to all. These forms are very important; without them, TCs cannot be cleared to receive their credentials.

TPE/TPA

The state of California identified Teaching Performance Expectations (TPEs) that indicate the skills, knowledge, and dispositions expected of professional educators. These TPEs can be found on the Middle Level Clinical Practice website (<https://www.csusm.edu/soe/credential/middlelevel/clinicalpractice.html>). Additionally, the TPEs are listed on each Clinical Practice observation form and used to guide US, CT, and/or OSL observation notes and oral feedback.

In post observation conferences, discuss your understanding and progress with regards to the TPEs and identify evidence (lesson plans, student work, feedback notes, etc.) that shows progress toward and mastery of each one. Although the TCs will not create or submit a formal TPE portfolio, the CT and TC will fill out a TPE Checklist at the end of each Clinical Practice experience so it is helpful if the Teacher Candidate collects evidence throughout the semester.

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. The Middle Level Education Program uses CalTPA (California Teacher Performance Assessment).

A FEW THOUGHTS

- ❖ Professionalism is a critical component of the Middle Level Education program. TCs know that they are expected to dress and behave with utmost professionalism at all times.
- ❖ Be aware that your Teacher Candidates will have emotional as well as professional needs. It is sometimes necessary to strengthen morale as they learn to cope with the challenges of teaching.
- ❖ Teacher Candidates who are having difficulty may need more than the minimum number of observations and your University Supervisor may ask you to observe a candidate who is struggling. **Please notify the University Supervisor immediately if you have concerns about the Teacher Candidate's performance in the classroom or professionalism.**