

MULTIPLE SUBJECT HANDBOOK



Section 2:
University
Supervisors



California State University
SAN MARCOS

SCHOOL OF EDUCATION

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

INFORMATION FOR UNIVERSITY SUPERVISORS

University Supervisors play an essential role in facilitating the successful professional development of Teacher Candidates within the context of Clinical Practice. Supervisors serve both as mentor to and advocate for Candidates. Clinical practice experiences provide Candidates multiple opportunities to apply and reflect on the pedagogical theories and instructional strategies related to the TPEs with students in elementary school classrooms. The University Supervisor provides Candidates mentorship and guidance, "assessing Candidates' pedagogical performance in relation to the TPEs and providing formative performance feedback regarding progress toward mastering the TPEs." Successful Supervisors use effective, professional communication, to support productive relationships with and among Teacher Candidates and Cooperating Teachers and the University.

Supervisor Responsibilities for Multiple Subject Clinical Practice:

1. Attend all Multiple Subject University Supervisor meetings and workshops for supervisors. If you are Temporary Part-time faculty Supervisor, you may also be invited to faculty meetings, especially where clinical practice experiences and supervision are being discussed. Attend the co-teaching training and the TPA training.
2. Check your CSUSM email regularly. Email is primary method of communication between the Field Experience Office and Supervisors.
3. Obtain a TaskStream account. Ensure that the MS Program Coordinator enrolls you as an "evaluator" in the Multiple Subjects programs TaskStream folio.
4. Familiarize yourself with the CSUSM Teacher Preparation program, the credential program and the co-teaching approaches and roles.
5. Learn the Teacher Performance Expectations (TPEs) and the TPE rubrics. Use the TPE rubrics to guide evaluation of Candidate progress and your feedback to Candidate. Also, learn the Multiple Subject Professional Dispositions (PD) and the PD rubric.
6. Notify your assigned Teacher Candidates of their placement information. The CSUSM Clinical Practice Office does not contact Teacher Candidates to notify them of placement information. This is an important and time sensitive responsibility of the University Supervisor. Therefore, as soon as possible after receiving your assignments, contact the Teacher Candidates to provide them this information.
7. Check with your assigned Candidates and be sure they are registered for clinical practice in the appropriate course (EDMS 571/572 or, for Concurrent, EDMX 570/571 or, for BLA, EDMS 573/EDMS 571, EDMX 570, or for BLA, EDMS 573). To verify, ask your Teacher Candidate to print their enrollment schedule off the web for your first meeting.

8. Facilitate introductions of the Teacher Candidates, their Cooperating Teachers, and the school On-Site Liaison or administrators.
9. Coordinate with the On-Site Liaison to arrange for the "Getting the Partnership" session at the beginning of the semester. Supervisors are encouraged to co-facilitate the session with the On-Site Liaison. Ensure that all your Teacher Candidates and their Cooperating Teachers at the schools site attend the "Getting the Partnership Started" session together as partners.
10. Return the Teacher Candidate Placement Form. This form verifies the placement of your Teacher Candidates and Cooperating Teacher information for the database. Every time something in changes, the form must be updated and sent to the Clinical Practice office.
11. Once the Teacher Candidates have begun, informally visit the school site to assure that everyone is satisfied with the placements.
12. When necessary, work with the Clinical Practice Coordinator to adjust assignments to ensure that Teacher Candidates have the best possible learning situations. All changes must be recorded with Clinical Practice Coordinator.
13. Facilitate Teacher Candidate's assumption of classroom and instructional responsibilities. (Please refer to the *Teacher Candidate's Clinical Practice Timeline of Activities* and the *Co-Teaching Timeline for Systematic Release of Responsibility*.)
14. Formally observe the Teacher Candidates for the minimum number of required observations (*at least one visit every two weeks of full-time experience*). After each observation, debrief with the Teacher Candidate to provide him/her feedback, to mentor and to coach. Monitor the Candidate's progress on performance of the TPEs and provide him/her feedback to help him/her to develop. It may be necessary and beneficial to perform more observations than the minimum required.
15. Keep observation hours recorded on the Supervisor Observation Log. Submit this log to the Clinical Practice Office by the end of the semester. An electronic version is available on the SOE website.
16. Maintain ongoing communication with the Cooperating Teacher, On-Site Liaison or school administrators and assist in solving field-related problems. Communication is the key. Act as mentor, advocate and liaison among your Teacher Candidates, Cooperating Teachers, On-Site Liaison or school administrators and the university.
17. Encourage Candidates to attend Professional Development opportunities, including those conducted by the Clinical Practice Office.

18. At the conclusion of full time clinical practice, the University Supervisor consults with the Cooperating Teacher to arrange the final conference with the Teacher Candidate, the Cooperating Teacher and the University Supervisor.
19. University Supervisors are responsible to prepare all evaluations with input from the Cooperating Teacher. Supervisors collaborate with the Cooperating Teacher to evaluate and score Candidate performance of the TPEs using the TPE rubrics. The University Supervisor shares evaluation drafts with the Cooperating Teacher and the Teacher Candidate at the final meeting, prior to TaskStream submission.
20. By the CSUSM semester grade-posting due date, the University Supervisor submits all evaluation scores on TaskStream and posts the clinical practice Credit/No Credit grades on MY CSUSM grading website. Any additional paperwork is submitted to the Clinical Practice Coordinator.

UNIVERSITY SUPERVISOR TIMELINE OF ACTIVITIES Clinical Practice for Full Time Teacher Candidates

Candidates in the full time program have two clinical practice experiences, one per semester. Each is 16 weeks long and starts with observation-participation.

PRIOR to first week	<ul style="list-style-type: none"> • Contact your assigned Teacher Candidates and notify them of their placement information as soon as possible after receiving your assignments. • Check with your assigned Candidates and be sure they are registered for Clinical Practice in the appropriate course.
Week 1 Starts one day per week	<p>Candidate starts going to classroom one day per week for observation-participation</p> <ul style="list-style-type: none"> • Make sure that Candidate and CT have access to CP Handbook, CP Syllabus, TPEs, TPE Rubrics and Dispositions Rubric. • Throughout observation-participation, you are encouraged to keep in contact with the Candidate on a periodic basis via email or phone calls. Provide opportunity for Candidate to share concerns/successes/related topics. • With OSL, arrange the "Getting the Partnership Started" session at school site.
Week 2-8 Continues one day per week	<ul style="list-style-type: none"> • Complete and submit the "Teacher Candidate Placement" form. Return to the Clinical Practice Office by week three. • During observation/participation, do not formally observe Candidate. Do not require Candidate to submit lesson plans. • Informally visit the school site on a day that the Candidate goes to the classroom to assure that CT and Candidate are satisfied with the placement. • Make sure Candidate communicates with CT about any edTPA requirements. • Communicate with Candidate and CT about your procedures and expectations for formal observations of Candidate during lesson instruction and planning.
Week 9-15 Daily full time	<p>Candidate goes to the classroom daily, full time in classroom</p> <ul style="list-style-type: none"> • During full time clinical practice, schedule formal observations of Candidate teaching and planning. These should be done at intervals from the beginning week of FT to the final week of FT • Use an observation form to take notes during your observation and refer to the TPE rubric to evaluate Candidate performance. • If there is a problem, documentation is necessary, (see Statement of Concern procedure). • Confer with Candidate on day of observation either immediately after lesson or at a mutually agreed upon time and give Candidate a copy of observation form. • Collaborate with CT to evaluate the Candidate's progress on the TPEs.
Prior to Final Week	<ul style="list-style-type: none"> • Communicate with CT about Candidate's strengths and needs. Write a draft of TPE evaluations and seek CT feedback and revision. Share this info with Candidate before final meeting. • Prompt Candidate to complete any end of semester university online surveys.
Week 16 Last week	<ul style="list-style-type: none"> • Arrange for final meeting with CT and Candidate to debrief clinical practice experience and to have all parties sign evaluations. • Submit the TPE evaluation scores on TaskStream and submit Credit/No Credit grades by the CSUSM semester final date for grade posting.

UNIVERSITY SUPERVISOR TIMELINE OF ACTIVITIES
Clinical Practice for Integrated Credential Program (ICP) Teacher Candidates

Candidates in the integrated credential program have two clinical practice experiences, both in one semester. Each CP experience is 8 weeks long. The first starts at the beginning of the semester (week 1) and the second starts at the middle of the semester (week 9).

PRIOR to Week 1	<ul style="list-style-type: none"> • Contact your assigned Teacher Candidates and notify them of their placement information as soon as possible after receiving your assignments. Remind ICP candidate that they start full time in the classroom daily. • Check with your assigned Candidates and be sure they are registered for Clinical Practice in the appropriate course.
Week 1 Starts daily full time	<p>Candidate goes to the classroom daily, full time in classroom</p> <ul style="list-style-type: none"> • Make sure that Candidate and CT have access to CP Handbook, CP Syllabus, TPEs, TPE Rubrics and Dispositions Rubric. • Throughout CP, you are encouraged to keep in contact with the Candidate on a regular basis via email or phone calls. Provide opportunity for Candidate to share concerns/successes/related topics. • With OSL, arrange the "Getting the Partnership Started" session at school site.
Week 2-7 Continues daily full time	<ul style="list-style-type: none"> • Complete and submit the "Teacher Candidate Placement" form. Return to the Clinical Practice Office by week three. • Informally visit the school site to assure that Cooperating Teacher and Candidate are satisfied with the placement. • Make sure Candidate communicates with CT about any edTPA requirements. • Communicate with Candidate and CT about your procedures and expectations for formal observations of Candidate during lesson instruction and planning. • During full time clinical practice, schedule formal observations of Candidate teaching and planning. These should be done at intervals from the beginning week to the final week. • Use an observation form to take notes during your observation and refer to the TPE rubric to evaluate Candidate performance. • If there is a problem, documentation is necessary, (see Statement of Concern procedure). • Confer with Candidate on day of observation either immediately after lesson or at a mutually agreed upon time and give Candidate a copy of observation form. • Collaborate with CT to evaluate the Candidate's progress on the TPEs.
Prior to Final Week	<ul style="list-style-type: none"> • Communicate with CTs about the Candidate's strengths and needs. Write a draft of TPE evaluations and seek CT feedback and revision. Share this info with Candidate before final meeting. • Prompt Candidate to complete any university online surveys by end of semester.
Week 8 Last week	<p>Last week that Candidate goes daily full time to classroom</p> <ul style="list-style-type: none"> • Arrange for final meeting with CT and Candidate to debrief clinical practice experience and to have all parties sign evaluations. • Submit the TPE evaluation scores on TaskStream and submit Credit/No Credit grades by the CSUSM semester final date for grade posting.

**SUGGESTED CO-TEACHING TIMELINE CLINICAL PRACTICE I for
SYSTEMATIC RELEASE OF RESPONSIBILITY**

Clinical Practice I

Timeline	Cooperating Teacher (CT) Actions	Teacher Candidate (TC) Actions
Beginning CPI	<p>CT takes the lead. CT leads instruction, planning and reflection.</p> <p><i>Supportive:</i> CT in lead role <i>Parallel:</i> CT plans for all groups <i>Complementary:</i> CT leads <i>Team:</i> likely not yet used</p>	<p>TC follows the lead of CT. TC actively participates in all instruction, planning and reflection.</p> <p><i>Supportive:</i> TC in support role <i>Parallel:</i> TC teaches CT plans <i>Complementary:</i> TC complements, as directed <i>Team:</i> Likely not yet used</p>
Early to Middle of CPI	<p>CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.</p> <p><i>Supportive:</i> CT leads and supports <i>Parallel:</i> CT plans for most groups <i>Complementary:</i> CT usually leads <i>Team:</i> CT prompts TC role</p>	<p>TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.</p> <p><i>Supportive:</i> TC leads and supports <i>Parallel:</i> TC plans some instruction for groups <i>Complementary:</i> TC complements <i>Team:</i> TC team teaches with guidance from CT</p>
Middle to End of CPI	<p>CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom. <i>May</i> provide TC with solo teaching experiences.</p> <p><i>Supportive:</i> CT in lead and support roles <i>Parallel:</i> CT plans for some groups <i>Complementary:</i> CT leads, complements <i>Team:</i> CT and TC jointly instruct</p>	<p>TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. <u>TC may have</u> solo teaching experiences.</p> <p><i>Supportive:</i> TC in lead and support roles <i>Parallel:</i> TC designs, teaches own plans for groups <i>Complementary:</i> TC leads, complements <i>Team:</i> CT and TC jointly instruct</p>

**SUGGESTED CO-TEACHING TIMELINE CLINICAL PRACTICE II for
SYSTEMATIC RELEASE OF RESPONSIBILITY**

Clinical Practice II

Timeline	Cooperating Teacher (CT) Actions	Teacher Candidate (TC) Actions
CPII Beginning	<p>CT leads some of the time and prompts TC to take the lead in instruction, planning and reflection. Prompts TC to take ownership of the daily routines.</p> <p><i>Supportive:</i> CT leads and supports <i>Parallel:</i> CT plans for most groups <i>Complementary:</i> CT usually leads <i>Team:</i> CT prompts TC role</p>	<p>TC begins taking the lead regularly: leading in one or more areas of instruction, planning and reflection conversations. TC begins to take ownership of daily classroom routines.</p> <p><i>Supportive:</i> TC leads and supports <i>Parallel:</i> TC plans some instruction for groups <i>Complementary:</i> TC complements <i>Team:</i> TC team teaches with guidance from CT</p>
CPII Middle	<p>CT and TC equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. Prompts TC to take increasing ownership of running classroom.</p> <p><i>Supportive:</i> CT in lead and support roles <i>Parallel:</i> CT plans for some groups <i>Complementary:</i> CT leads, complements <i>Team:</i> CT and TC jointly instruct</p>	<p>TC and CT equally share taking the lead in co-teaching approaches, share leadership of planning and reflection. TC takes increasing ownership of running classroom. TC should have solo teaching experiences</p> <p><i>Supportive:</i> TC in lead and support roles <i>Parallel:</i> TC designs, teaches own plans for groups <i>Complementary:</i> TC leads, complements <i>Team:</i> CT and TC jointly instruct</p>
CPII End	<p>CT follows the TCs lead and shares the lead in team co-teaching. CT participates in planning and reflection. May lead periodically. <u>CT should provide TC some solo teaching experiences.</u></p> <p><i>Supportive:</i> CT supports <i>Parallel:</i> CT teaches own group(s) <i>Complementary:</i> CT complements <i>Team:</i> CT and TC jointly instruct</p>	<p>The TC takes the lead (and shares the lead in team co-teaching) in co-teaching roles. TC leads most or all planning and reflection. <u>TC should have solo teaching experiences.</u></p> <p><i>Supportive:</i> TC in lead role <i>Parallel:</i> TC teaches own plans/groups <i>Complementary:</i> TC leads <i>Team:</i> CT and TC jointly instruct</p>

CANDIDATE LESSON PLANS FOR FORMAL OBSERVATIONS BY SUPERVISORS

University Supervisors require Teacher Candidates to provide them with a lesson plan for each formal observation that the Supervisor schedules with the Candidate during Clinical Practice. Supervisors require that Candidates provide them a copy of the written lesson plan in advance, prior to teaching the lesson. Candidates should work with their Cooperating Teachers (CT) to plan lessons during Clinical Practice. The lesson should be structured to correspond to the demands of the particular content area and desired approach to learning, i.e., direct instruction, cooperative learning, inquiry, etc. Also, the lesson should be organized to respond to student characteristics, including student needs and student assets.

During debrief after the formal observation, the Supervisor provides feedback to Candidate on lesson plans, including how to improve lesson effectiveness, and on Candidate performance in relation to the TPEs.

Lesson plans should take into consideration the following items.

Learner Outcome: What is the purpose of the lesson?

- What should the student know or be able to do as a result of this lesson?
- Which standards am I teaching to?
- What are the lesson objectives?

Procedure: What is the best way to teach the learners?

- How should the lesson be presented?
- Which instructional supports will I use?
- Any adaptive instruction/learning accommodations needed?
- What resource material would support this lesson?
- What monitoring and adjusting techniques could be used?
- How much time will be needed?

Co-Teaching: How will we use co-teaching to enhance and differentiate instruction?

- Which co-teaching approach(es) should we use?
- Which role will each co-teaching partner play?

Assessment: What measures would be reflective of students' learning?

- How and when will I use formative assessment throughout my lesson?
- What assessment measure should be used?

SIMPLE BASIC LESSON PLAN FORMAT MULTIPLE SUBJECT

(Supervisors May Modify as Needed)

Teacher Candidate Name:
Date of Lesson
Lesson Topic
Standards:
Lesson Objective(s):
Co-teaching approach(es):

Phases of the lesson	How you plan to deliver instruction, teach the students, using each phase of the lesson.
Anticipatory Set	
Teach to Objective	
Guided Practice	
Closure	
Independent Practice	
Assessment	