

# Multiple Subject Handbook





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 TEACHER CANDIDATES

Clinical Practice experiences are designed to provide you with “a developmental and sequential set of activities that are integrated with your coursework”. During Clinical Practice, you will “extend your learning through application of theory to practice with students” in classrooms. You will apply the theories and instructional strategies you learn in your coursework and you will have “multiple opportunities to apply and reflect on each TPE.” Your University Supervisor and Cooperating Teacher will provide you mentorship and guidance, “assess your pedagogical performance in relation to the TPEs and provide formative performance feedback regarding your progress toward mastering the TPEs.” Our main priority is your successful professional development in your assigned clinical practice experience.

### Teacher Candidate Responsibilities:

1. Clinical Practice is considered a class. Be sure to register for the appropriate Clinical Practice course before the registration deadline (EDMS 571/572 or, for Concurrent, EDMX 570/571 or, for BILA, EDMS 573). If you fail to register for Clinical Practice, you will be dropped from the roster, will receive No Credit for the experience, and will jeopardize your standing in the program.
2. Prior to program admission, you must pass the CBEST basic skills exam. In addition, you must pass CSET or, if applicable, obtain a subject matter competency waiver through Liberal Studies. On rare occasions, Candidates may be granted a conditional admission to the program. However, Candidates must pass all sections of the CSET in order to start Clinical Practice II. State program standards prohibit Clinical Practice II until CSET is passed. If it becomes necessary to complete Clinical Practice II in another semester, the Candidate will be required to re-register for that semester.
3. You are assigned your clinical practice placements by the Clinical Practice Coordinator. Candidates cannot under any circumstances make placement arrangements or changes on their own.
4. Your University Supervisor will contact you with your clinical practice placement about one week before the beginning of the semester. Your University Supervisor will establish a schedule of meetings and formal observations. Please, provide a current address and phone number to School of Education Educational Services, which will enable your University Supervisor to contact you in a timely manner.
5. You are required to attend a co-teaching training in order to be prepared to co-teach with your Cooperating Teacher during your clinical practice experiences.
6. You are required to complete a Release of Liability form prior to the first day of class and further direction will be provided before the semester begins.

7. Before the first day of class, you are required to complete the Child Abuse Mandated Reporter Training (California) (<http://educators.mandatedreporterca.com/default.htm>). It is an overview of the significant definitions, requirements and protections of the California Child Abuse & Neglect Reporting Act (CANRA). You will learn what the law requires of you as a mandated reporter, how to spot indicators of possible child abuse or neglect and special issues related to child abuse reporting in the school environment.
8. Most correspondence is electronic and will be sent to your CSUSM email account. Be sure to check it regularly or to have your mail forwarded to your preferred email account.
9. After the University Supervisor has made initial contact with your Cooperating Teacher, plan on attending the "Getting the Partnership Started" session arranged by the On-Site Liaison at the school site.
10. Confer regularly with your Cooperating Teacher and Supervisor to discuss your program requirements, the Teacher Performance Expectations (TPEs), your university schedule and other appropriate topics.
11. Once you are in Clinical Practice full-time, adhere to your Cooperating Teacher's contract hours. Arrive on time. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as "Back to School Night", "Open House", and IEP's.
12. Be sure to advise your Cooperating Teacher and your University Supervisor if and when an absence becomes necessary. Candidates will be required to make-up absences.
13. During Clinical Practice, you will follow the district calendar for vacation days, not the university calendar. In some cases, this could put the clinical practice experience beyond the end of the semester and you are expected to stay to complete it.
14. You will be expected to write lesson plans for your formal observations by your University Supervisor. You should become familiar with planning lessons that use the specific grade level curriculum that your Cooperating Teacher uses for teaching the academic standards.
15. Candidates should become familiar with the Professional Dispositions.
16. Candidates should become familiar with the Teacher Performance Expectations (TPEs). Your progress on your performance of the TPEs is evaluated throughout your clinical practice experiences.
17. Teacher Candidates must meet all TPEs by the end of Clinical Practice II.

18. If you are experiencing difficulty in your clinical practice placement, communicate with your University Supervisor immediately about it. Your University Supervisor is your mentor and advocate.
19. At the conclusion of CPI and of CPII, you will participate in final meetings with your University Supervisor and Cooperating Teacher to debrief the clinical practice experiences and sign the evaluations. Your University Supervisor will prepare your clinical practice evaluations in consultation with your Cooperating Teacher. Your final evaluations and scores will be posted and accessible on TaskStream.
20. Your University Supervisor will issue a Statement of Concern if consistent and/or serious concerns arise. (Please refer to the SOC Guidelines & Form for procedure). This procedure will assist you in taking the necessary steps for improvement.

**School of Education**  
**CLINICAL PRACTICE PLACEMENT POLICY**

The CSUSM School of Education policy requires that all Teacher Candidates complete their fieldwork in a public school setting. A public school setting is defined as one of the following: traditional public school or a public charter school. The only exception is a private school that receives public funding for specific services to public school students with special needs, as defined in an IEP. There are no other exceptions.

Candidates are not permitted to make their own placements. Field Placement Coordinators make all district and school contacts. Candidates are expected to be at their school sites for the same contract day as are the teachers at the site.

“The range of clinical practice experiences provided by the program include supervised early field experiences ( EDUC 350, 364 and 422), initial student teaching (CPI) and final student teaching (CPII)” (standard 3).

Teacher Candidates in the dual credential program, leading to both a general and special education credential, will be placed in additional student teaching experiences in special education settings. Teacher Candidates in the dual language program, leading to a general credential and a bilingual authorization, will be placed in a bilingual classroom for one of their student teaching experiences.

During Clinical Practice, Teacher Candidates spend three days a week in their Clinical Practice Placement for the entire semester. Teacher Candidates should plan and teach with the Cooperating Teacher using co-teaching approaches. A progression of increased responsibility is expected from Clinical Practice I to Clinical Practice II. Teacher Candidates will gradually assume increasing levels of responsibility for co-planning and co-teaching with the Cooperating Teacher. Eventually, Teacher Candidates assume the highest levels of responsibility for co-planning and co-teaching and also engage in solo teaching.

If, at any time the school site personnel and university clinical faculty, deem that the K-12 students are not receiving a high quality learning experience under the guidance of the Teacher Candidate, a Statement of Concern (SOC) will be issued as per the SOC policy and the candidate may be removed from the school site. The Candidate must complete a rigorous professional growth plan in order to continue in the program and be reassigned to a different placement in a future semester.

The following lists minimum requirements for the Multiple Subject Program.

### **MS Program Requirements for Clinical Practice I**

In order for a Teacher Candidate to be placed in a clinical practice setting for coursework and/or field experience purposes and be assigned a University Supervisor, the following requirements must be met.

- A. Registration in the appropriate clinical practice course (EDMS 571, EDMX 570, or for BILA, EDMS 573).
- B. Valid CTC certificate of clearance.
- C. Tuberculin Clearance.
- D. Successful completion of basic skills test (CBEST) and subject matter competency tests (CSET) for Concurrent Candidates (special education) and ICP Candidates (any candidate completing CPI and CPII in the same semester) If applicable, Candidates may demonstrated subject matter competency through an approved Liberal Studies subject matter waiver.
- E. Successful completion of all first semester courses with a grade of C+ or better.
- F. Satisfactory progress in the TPEs.

### **MS Program Requirement for Clinical Practice II**

In order for a Teacher Candidate to be placed in the second clinical practice setting, candidates must meet the following criteria:

- G. Registration in the appropriate clinical practice course (EDMS 572, EDMX 571, or for BILA, EDMS 573).
- H. Satisfactory progress on the Teacher Performance Expectations (TPEs).
- I. Passing grades in previous (first semester) credential courses with a C+ or better and an overall GPA of 3.0 or higher.
- J. Satisfactory progress with regard to the Professional Dispositions.
- K. Successful completion of basic skills test (CBEST) and subject matter competency tests (CSET). If applicable, Candidates may demonstrated subject matter competency through an approved Liberal Studies subject matter waiver. If a Multiple Subject Teacher Candidate has no applicable waiver and has only passed 2 sections of CSET & basic skills by the end of the first semester, the Candidate may be placed in a school site for coursework purposes but not for Clinical Practice II. If a Candidate has not passed any tests or has not taken any tests by the end of the first semester, they may re-apply to the program when all tests have been successfully completed.
- L. Satisfactory progress made with regard to any growth plan written as part of a Statement of Concern.

## RISK MANAGEMENT AT SCHOOL SITES

In the case of an injury that requires medical attention at the clinical placement site, the following steps must be followed:

### Teacher Candidate:

- Attend to Injury  
Immediately report the injury to your Cooperating Teacher, University Supervisor and Clinical Practice Coordinator, John Heckman: [jheckman@csusm.edu](mailto:jheckman@csusm.edu)

### Cooperating Teacher:

- Immediately report the injury to the University Supervisor

### University Supervisor:

- Immediately report the injury to the Clinical Practice Coordinator, John Heckman: [jheckman@csusm.edu](mailto:jheckman@csusm.edu)

### Field Placement Coordinator:

- Complete IIPP5
- Track Incident



**MULTIPLE SUBJECT FULL TIME PROGRAM:  
CLINICAL PRACTICE TIMELINE OF ACTIVITIES**

**Clinical Practice I and II**

<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Meet with your University Supervisor (US), Cooperating Teacher (CT), and On-Site Liaison (OSL).</li> <li>• Attend the "Getting the Partnership Started" session led by the OSL on the school site.</li> <li>• Gather information and meet with the OSL to get oriented to the school site.</li> <li>• Review with your CT any CalTPA requirements you need to complete.</li> <li>• Read the Clinical Practice Handbook.</li> </ul>
<b>Weeks 2 – 15</b>	<ul style="list-style-type: none"> <li>• Communicate with US on a regular basis: meetings, phone calls, or email.</li> <li>• Confer regularly with CT, setting short and long-range goals, planning lessons and units to be utilized during the full-time experience according to TPEs.</li> <li>• Meet with CT to discuss the co-teaching planning and implementation of instruction; refer to the co-teaching timeline.</li> <li>• Attend professional development opportunities throughout the semester.</li> <li>• <i>Work according to your CT's contract hours.</i> You will participate in duties with your CT, attend faculty/staff meetings, in-services (as permitted), and other appropriate professional activities.</li> <li>• <i>If you must be absent or leave early, inform your CT and US in a timely manner. Time missed will be made up.</i></li> <li>• Gradually assume more responsibility for the co-teaching planning and implementation of curriculum; this may also include some solo teaching experiences. Refer to co-teaching timeline.</li> <li>• Your US conducts formal observations of your teaching and planning session.</li> </ul>
<b>Week 16</b>	<ul style="list-style-type: none"> <li>• You, your US, and CT will arrange for the final meeting to debrief the clinical practice experience and sign all evaluation documents.</li> <li>• Retain a copy of Clinical Practice I TPE form to discuss with your Clinical II US.</li> <li>• Complete all end of semester surveys from the university.</li> </ul>

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

**Clinical Practice I**

Timeline	Cooperating Teacher (CT) Actions	Teacher Candidate (TC) Actions
<b>Beginning CPI</b>	<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>
<b>Early to Middle of CPI</b>	<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>
<b>Middle to End of CPI</b>	<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. TC <i>may</i> 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>

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

**Clinical Practice II**

<b>Timeline</b>	<b>Cooperating Teacher (CT) Actions</b>	<b>Teacher Candidate (TC) Actions</b>
<b>CPII Beginning</b>	<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>
<b>CPII Middle</b>	<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>
<b>CPII End</b>	<p>CT follows the TCs lead and shares the lead in team co-teaching. CT participates in planning and reflection. May lead periodically. CT <i>should</i> provide TC some solo teaching experiences.</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. TC <i>should</i> have solo teaching experiences.</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>

## **LESSON DEVELOPMENT AND DELIVERY AND OBSERVATIONS OF YOUR TEACHING**

You are responsible for working together with your Cooperating Teacher (CT) to plan and implement lessons during clinical practice. You should plan all lessons, including the ones observed by the University Supervisor, in collaborative co-teaching planning sessions with your CT. You will write a lesson plan for each of the lessons observed by your University Supervisor (US) with a plan provided by your supervisor. You should provide your US and CT a copy of the written lesson plan in advance, prior to teaching the lesson. Your US and CT will monitor the lessons that you teach, provide feedback on your lesson plans and as advice on how to improve lesson effectiveness. The US will debrief with you after observing you teach your lesson and provide feedback to you on your performance in relation to the TPEs. 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.

