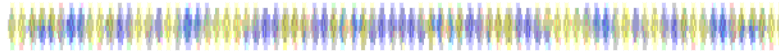


Teacher Candidate Clinical Practice Handbook
Section



TEACHER CANDIDATE ROLE

As a Teacher Candidate you should become as familiar with your assigned school as quickly as possible. Familiarize yourself with important school information, such as attendance procedures, grading policies, important deadlines, department and school-wide meetings, expectations of your Cooperating Teacher(s), administrative assignments, and any other area of the profession which you should be aware of and which will enrich your Clinical Practice. Some resources and tools to guide you in this process are found later in this section (see Interview Questions to Ask Your Cooperating Teacher, School Site Information, School Site Participation Checklist and the Co-teaching web link).

You should establish open communication with your Cooperating Teacher. He/she will guide you through the semester, but you must share your concerns, frustrations, or any problems which may be affecting your classroom if your Cooperating Teacher is to be of *any* assistance. Remember, no one expects you, as the Teacher Candidate, to perform as an experienced instructor. Ask for what you need!

Finally, Clinical Practice is a time of learning, expanding, and experimenting; it is the time for you to “discover” what methodologies meet your personal style and which do not. Use a variety of methodologies and activities over the course of the semester. Also, you are encouraged to observe as many teachers as you can during the semester and from these experiences begin building your own repertoire of teaching skills and teaching styles.

Enjoy this experience. Teaching can be a very rewarding profession. As a teacher, you impact a student’s life each day.

TEACHER CANDIDATE RESPONSIBILITIES



Your Clinical Practice is intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your On-site Liaison, University Supervisor and Cooperating Teacher(s) are there to offer advice and suggestions and to counsel you throughout the semester. Our main priorities are your personal and professional growth in education and success in your assigned classroom(s).

1. **Read this handbook** to become familiar with the CSUSM Teacher Preparation Program.
2. Become familiar with the credential you are earning. If you need more information your supervisor, program coordinators, or School of Education--Education Services personnel will be happy to provide you with a detailed outline.
3. Organize your TaskStream TPE Portfolio (TPEP)**(REQUIRED)** to contain artifacts and evidence for TPEs. This will provide evidence to your University Supervisor and it will also provide artifacts for inclusion in your professional portfolio that you develop in the second semester.

In post observation conferences with your University Supervisor, use the TaskStream site as a reference to discuss your understanding and progress with regards to the TPEs. **Your knowledge and accomplishment of TPEs are essential to successful completion of the credential program**

and required by the state of California. In addition to coursework and observations of performance, your TPEP helps you to be responsible for assuring that TPE requirements are met.

4. Meet with your supervisor and On-site Liaison to establish a schedule of assignments and observations. Be sure to provide a current address and phone number. **YOU MUST USE YOUR CSUSM EMAIL FOR ALL PROGRAM COMMUNICATION – CHECK IT DAILY.**
5. Attend any meetings arranged with your Cooperating Teacher and/or the principal AND all site, department and/or Professional Learning Community (PLC) meetings with your CT.
6. Learn the school regulations and rules pertaining to attendance and discipline before starting. You might ask to see the school handbook.
7. **Confer daily with your Cooperating Teacher and develop a planning schedule** to discuss your program requirements, university schedule, observation feedback, planning guidelines, student progress and concerns, lesson implementation, progress on TPE's, TPA's and other appropriate topics.
8. You should be on campus every Tuesday through Friday for a full day (mirroring a full-time teacher's day) to teach and observe classes, to assist in the AVID/SEI/ELD classes, to prepare for your classes and university assignments, to attend meetings, and to generally get a sense of what a contracted teaching day feels like. 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" and "Open House" where applicable.
9. Become acquainted with the various learning materials, district curriculum guides, mastery learning objectives, and equipment, which are available (texts, workbooks, films, audiovisual equipment, library resources, and computers).
10. Keep up-to-date and accurate lesson plans during your Clinical Practice. **You are required to have a written lesson plan for each lesson that you teach.** Be sure to confer with your Cooperating Teacher to insure that your lesson plan meets his/her expectations and satisfies the demands of the curriculum and the needs of students.
11. Submit any observations logs and lesson plans that are required and other assignments listed in the Clinical Practice syllabi (EDSS 571 for CP I, EDSS 572 for CP II).
12. Develop techniques for varying classroom activities such as presentations, small group work, individualized instruction, testing and grading procedures, and using instructional (audio/visual) aids.
13. Establish and maintain effective classroom control and environment according to site and Cooperating Teacher's expectations.
14. Become familiar with the California Content Standards, Grade Level/District Continuums, Curriculum Guides and the Common Core Standards.

15. **Be professional at all times.** You are expected to be appropriately dressed, well groomed, and maintain professional communication at all times. Everything “speaks” during this experience: what you say, what you do, the decisions you make all contribute to your character and readiness as a teacher. In a public position, such as teaching, others’ perceptions of you are important. You never know who will be on an interview panel or who will be consulted as a reference; impress everyone. <http://www.ctc.ca.gov/credentials/rules-of-conduct.html>

Clinical Practice Attendance Policy

Be punctual and regular in attendance. **In the case of unavoidable absence, inform your instructors (in the case of coursework) and your Cooperating Teacher, On-site Liaison, and University Supervisor (in Clinical Practice) in advance. Also, prepare substitute plans for your Cooperating Teacher to utilize as appropriate.**

The *attendance policy for Clinical Practice* mirrors what is expected of teachers, which is generally 10 days per year. Candidates are on the school site 4 of 5 days (80%) which means that candidates would be allowed 4 absences in Clinical Practice I and 4 in Clinical Practice II (8 days). Three or more consecutive days of absence will require a doctor’s note. Extensive absences, for whatever reasons, jeopardize the learning of your students and your growth as a professional educator. Extensive absences may result in removal from Clinical Practice and necessitate additional semesters to complete the program.

Co-Teaching in Clinical Practice

○ *What is Co-Teaching?*

Co-teaching is two or more people (i.e., cooperating teacher and credential candidate) sharing responsibility in planning for, teaching and assessing the students assigned to them for instruction. In a co-teaching clinical practice approach, a cooperating teacher and credential candidate have an ongoing partnership in planning for and practicing four co-teaching approaches to collaboratively teach all students throughout the clinical experience.

Why Co-Teach in Clinical Practice?

1. Improved student achievement...the stakes are high.
2. Improved teacher preparation...scaffolding and training the brains of beginning teachers.
3. Collaboration is crucial to the changing culture of education...isolation is not the most effective process in a constantly changing environment and world.
4. Increased confidence and competence building to solo teaching for the Teacher Candidate.

<http://community.csusm.edu/course/view.php?id=9>

THE “PRENUPTIAL CONVERSATION” for Issues About Instruction & Planning

What are issues for discussion?

Time for Planning

- How much time do we need?
- Where will we find the time that we need?
- When will we plan together?

Instruction

- What content will we be teaching?
- How will the content be presented?
- How will we share the teaching responsibility?
- How will we assess the effectiveness of our instruction?
-

Student Behavior

- If we could each have only three class rules, what would those be?
- Who carries out the disciplinary procedures and delivers the consequences?
- How will we be consistent in dealing with behavior?
-

Communication

- What types and frequency of communication do we each like to have with parents?
- How will we explain this collaborative teaching arrangement to the parents?
- What types and frequency of communication do we each like to have with students?
- How will we ensure regular communication with each other?
-

Evaluation

- How will we monitor students' progress?
- How will we assess and grade student performance?
- Who evaluates which group of students?
-

Logistics

- How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom?
- How will we refer to each other in front of the students?
- How will teacher space be shared?
- How will the room be arranged?

Additional Interview Questions you might want to ask your Cooperating Teacher

1. How many times per week will you want to meet for planning? When, where, and for how long will we meet?
2. What are your requirements for written lesson plans? (Note: Even if your Cooperating Teacher does not require a written plan from you, you are still responsible for generating them during Clinical Practice. At the very least, the On-site Liaison and University Supervisor will want a copy of your lesson plans.)
3. What are your most important goals for this semester? What role can I play in helping you to achieve these goals?
4. What grading procedures do you use?
5. Do you group students according to their ability level during any assignments?
6. Are there any students who have special needs I should be aware of? Where can I get students' IEP's or 504's to read?
7. Will you please explain your philosophy concerning classroom discipline? What behaviors do you discourage and encourage?
8. What kinds of bulletin boards or other displays do you prefer to have in your classroom? Which ones would you like me to plan for while I'm doing my Clinical Practice?
9. How did you arrive at this particular room arrangement? May I rearrange for special activities?
10. What is your field trip policy? Would you like me to plan a field trip for this semester?
11. How do you maintain active communications with parents?
12. What techniques do you use to motivate students?
13. What are the special challenges of teaching this subject or grade level?
14. How would you describe your school's community relations?
15. How important are standardized test scores to your school?
16. What assessments do you use and why? (Informal, Formal, Benchmark, Projects, Common Core...)

School Site Information Checklist- Single Subject Credential Program
To be completed by Teacher Candidates during
each placement and submitted as partial evidence for TPE 12.

In order to insure that a broad range of experiences is accomplished during your preparation as a Teacher Candidate, this checklist has been developed to assist you. You are expected to accomplish as many of these enriching observations /experiences as possible each semester at each school site. This checklist should be presented to your University Supervisor as evidence of partial completion of TPE requirements.

NAME: _____

SCHOOL SITE: _____ **Semester One** _____ **Semester Two**

Organizational Competency	Semester 1 Date Completed	Semester 2 Date Completed
1. Attendance/Tardy Reporting Procedures		
2. Grading and Reporting Procedures		
3. Curriculum Guides for Courses		
4. Faculty / Department Meeting Times and Places		
5. Access to Resources: AV Equipment, Copy Machine		
6. Computers or Computer Lab Use for Students		
7. Video Approval Process (especially "R" rated videos)		
8. Controversial Issue Policy (alternative assignment policy)		
9. Field Trip Approval Process		
10. Classroom Repair, Supplies Process		
11. Proficiency Exams Required: When Taken		
12. Child Abuse: Identification and Reporting		
13. Special Needs Students: Identification and Reporting		
14. Parent Conferences		
15. Location of Cum Files		
16. Job Application Procedures for District		
17. Explore the School's Website, Mascot, etc.		
18. Student Study/Success Team Meeting		
19. Individual Education Plan Meeting		
20. Other:		
21. Other		
22. Other:		

School Site Participation Checklist- Single Subject Credential Program

**To be completed by Teacher Candidates during
each placement and submitted as partial evidence of TPE 12.**

In order to insure that a broad range of experiences is accomplished during your preparation as a Teacher Candidate, this checklist has been developed to assist you. You are expected to accomplish as many of these enriching observations /experiences as possible each semester at each school site. This checklist should be presented to your University Supervisor as evidence of partial completion of TPE requirements.

NAME: _____

SCHOOL SITE: _____

Semester One

Semester Two

Semester One
Date Completed

Semester Two
Date Completed

ACTIVITY

_____	participated in parent conferences	_____
_____	attended Parent-Teacher-Student Association meeting	_____
_____	attended school board meeting	_____
_____	contacted parents (via phone, mail, home visits)	_____
_____	participated in community activities	_____
_____	planned an "event" (e.g. field trip)	_____
_____	experienced a class dedicated to special populations (e.g. special education, alternative special day class, primary language)	_____
_____	led an advisor/homeroom experience	_____
_____	attended professional development training (conferences, etc.)	_____
_____	supervised/observed extracurricular or non-instructional activities (lunch, intramurals, student activities)	_____
_____	attended staff/departmental meeting	_____
_____	attended teacher association (union) meeting	_____
_____	participated in business partnership/activity	_____
_____	attended Bilingual Parent Advisory Committee meeting	_____
_____	participated in a lab (technology lab, computer lab, writing lab, etc.)	_____
_____	attended/observed an SST (Student Study/Success Team) meeting for one student	_____
_____	attended/observed an IEP (Individualized Education Program) meeting for one student	_____
_____	Other	_____

A FEW THOUGHTS

- ❖ **If you are experiencing any sort of difficulty in your placement, share this with your On-site Liaison or University Supervisor immediately. They are there to serve as your advocate and liaison between you, the Cooperating Teacher, and the school site.**
- ❖ **Do not make any placement arrangements or changes on your own!** It may appear that you are helping, but keep in mind we have an average of 100+ placements to make in our area districts, and we have worked hard to make our contacts with the best schools and teachers in these districts. If you have special needs, communicate these directly to the program coordinator.
- ❖ *Always* be the professional: in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student. Keeping these issues confidential is essential. <http://www.ctc.ca.gov/credentials/rules-of-conduct.html>
- ❖ Be willing to go the extra mile. Offer to assist with room set-up and take on duties. Become known as a problem-solver not a problem-maker. Take the initiative to ask what can be done or to offer your assistance.
- ❖ Enjoy your Clinical Practice. You will be, perhaps, on the largest learning curve of your life. We are committed to ensuring that it is a positive growth experience for you and a positive learning experience for the students in your classrooms.

Collect important contact information (phone and e-mail) of your University Supervisor, On-site Liaison, and Cooperating Teacher and other candidates in your coursework cohort and your site cohort.