



Clinical Practice Handbook Section for University Supervisors



UNIVERSITY SUPERVISOR RESPONSIBILITIES

The three keys to being a successful supervisor are communication, communication, and communication. It is necessary to guide and counsel the Teacher Candidate by offering suggestions and providing encouragement to ensure that they can meet their full potential. Communication is also vital in the intermediary role with the Cooperating Teacher, ensuring the establishment of the best possible classroom/university working relationship. Thank you for accepting such important responsibilities in our program.

General Protocols:

1. Please read the entire Handbook to become familiar with the CSUSM Teacher Preparation program. Become especially familiar with the California Teacher Performance Expectations (TPE's), which can be found in outline form at the beginning of the handbook and in full-text form on the School of Education website: (www.csusm.edu/soe). These TPE's comprise a significant portion of the assessment process with the Teacher Candidates. **Candidates will have evidence on their single subject website with a tab for each TPE and you will assess using Taskstream.**
2. Become familiar with the credential we are offering; Single Subject with the CTEL or Bilingual Authorization certificate (BLA). If you need more information on this, the Single Subject Program Coordinator or School of Education—Education Services personnel will be happy to provide you with more detailed outlines. Since Teacher Candidates are earning a CTEL credential, they need to demonstrate the use of SDAIE (Specially Designed Academic Instruction in English) strategies during their Clinical Practice.
3. Arrange to receive Teacher Candidate information packets from the candidate. If working with Clinical Practice II candidates, ask them for a copy of their Clinical Practice I final summary and “Assessment of TPE's.”
4. At US Communication meetings discuss observation guidelines, assessment processes (TPE's and final summary), and guidelines for communicating and documenting concerns. (Refer to single subject forms on the SS Clinical Practice website).
5. **Work with the On-site Liaison to schedule a one-hour introductory meeting of all parties at the beginning of the semester.** Work with the On-site Liaison and the program coordinator to adjust assignments, when necessary, to ensure that the Teacher Candidates have the best possible learning situations.

6. Formally observe each Teacher Candidate a minimum of four (4) times (which includes 1 or 2 planning observations) and discuss the observations with the Teacher Candidates. Mentor and coach Teacher Candidates as needed. If working with an advanced Teacher Candidate, give special attention to establishing goals for meeting all TPE's by the end of Clinical Practice II. Be prepared to make additional observations if a Teacher Candidate is working to remediate concerns.
7. Meet with the Teacher Candidate for post-observation conferences to discuss observation feedback and to confer on TPE progress. For each observation, provide the candidate with a **written summary and suggestions (see forms page)**. Review and discuss the TPE evidence during each conference. Evidence cannot be gained for many of the TPE's through observation of teaching alone. It will be through conversation that you'll gain evidence of some of these TPE's (for example, the Teacher Candidate's ability to plan long term, their ability to adequately assess student progress, etc.). During CP I all candidates are expected to be at the 'Approaching' level and at the 'Meets' level for CP II. All TPE's should be addressed during both experiences.
8. Maintain a record of your observations of and conferences with each Teacher Candidate on the "Supervisor's Visitation Log."
9. Maintain ongoing communication with the On-site Liaison and/or Cooperating Teacher and assist in solving field-related problems. Act as liaison between Teacher Candidates, school site personnel, and the university. Have a method for checking in with each Teacher Candidate regularly to gauge their level of concern, their feelings during teaching, etc.
10. If you have serious concerns regarding the Teacher Candidate's performance or professionalism this should be communicated and discussed **early** with the Program Coordinator. Document these concerns on the "Statement of Concern" forms. Counsel the Teacher Candidate on a course of action to address the concerns. It is CRITICAL that concerns are communicated in detail early with a specific timeline for improvement. Concerns should be focused around relevant TPEs. **Notify the Program Coordinator immediately if an SOC is to be written.**

On-Going Paperwork Procedure

1. **Throughout** the semester collect the assignments and twice monthly logs as specified in the Clinical Practice Syllabi (EDSS 571 or 572).
2. **Throughout** the semester collect the 'Cooperating Teacher's Report of Teacher Candidate's Progress' form from the CT by email (many supervisors have the CTs copy these to the OSL).

End of Semester Evaluation Paperwork Procedure

1. With the On-site Liaison, arrange for the final exit meeting at the conclusion of Clinical Practice.
2. Based on your own observations and collected documentation throughout the semester, complete the TPE assessment on the TaskStream DRF and write the summary.
3. E-mail the drafts to the CT, OSL, and TC for review and additional input (if needed).
4. E-mail the final summary to the CT, OSL, and TC prior to the exit meeting.
5. The exit meeting is a time to recap what you appreciated about the Teacher Candidates' work and growth and any areas you'd like to see them continue to work on. All participants will discuss and sign the "Clinical Practice Summary" and copies will be distributed to all. **Sign all original forms in blue ink.**

6. Deliver the original forms of the “Clinical Practice Summary” and your “Supervisor Visitation Log” to the program coordinator. These assessment forms are very important. **Without them, Teacher Candidates will not be cleared to receive their credential.**

A FEW THOUGHTS

- ❖ Professionalism should *always* be encouraged. Teacher Candidates need to know that they are in a very sensitive position and that confidentiality is vital.
- ❖ Your Teacher Candidates or On-site Liaison should provide you with the bell and subject schedule for their class(es). This information will be useful in arranging observations and post-observation meetings.
- ❖ Obtain a district calendar and school map.
- ❖ Your Teacher Candidates should provide you with a written lesson plan for each lesson you observe **(and any others you request).**
- ❖ Be aware that your Teacher Candidates will have emotional as well as professional needs. It will be necessary to strengthen morale as they learn to cope with the realities of teaching.
- ❖ Teacher Candidates who are having difficulty may need more than the minimum number of observations.
- ❖ Each of your Teacher Candidates’ files should contain this information: name, phone number, address, Cooperating Teacher's name, school site and room number.

CONTACT INFORMATION

CSUSM Single Subject Program Coordinator:

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TPA Coordinator:

Karen Escalante kescal@csusm.edu

CSUSM Support Staff:

Bonnie Mottola bmottola@csusm.edu 760.750.4300

On-site Liaison:

Name: _____ Phone: _____ E-mail: _____

Name: _____ Phone: _____ E-mail: _____

Teacher Candidates: CSUSM email use required for all program communication

Name: _____ Phone: _____ E-mail: _____

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