



SCHOOL OF EDUCATION

*Single Subject Credential Program:  
Clinical Practice Information for*  
**ON-SITE LIAISONS**

**Working-closely  
for-facilitating-better-communication  
and-cooperation-in-achieving-the-desired-results**  
**LINK-between-people-and-organizations**  
**ON-SITE-LIAISON**

<http://www.csusm.edu/soe/credential/singlesubject/clinicalpractice.html>

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# SCHOOL OF EDUCATION OVERVIEW

*(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

# ON - SITE LIAISON RESPONSIBILITIES

<https://www.csusm.edu/soe/currentstudents/credential/singleclinicalpractice.html>

Thank you for your willingness to become an On-site Liaison with CSUSM's Single Subject Credential Program. The role of the On-site Liaison is critical to the success of the Single Subject Program and the preparation of Teacher Candidates. You are a critical liaison between the Teacher Candidate, the Cooperating Teacher, and the University Supervisor.

## 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 Cooperating Teachers for content areas classes as well as an additional class for assisting such as Special ed, ELD, AVID, CAHSEE prep, etc. according to your school process. As soon as possible after you have received your placements, contact the administrators, Cooperating Teachers, and Teacher Candidates to arrange for all around introductions and a brief orientation to your school site and district.
3. Welcome Teacher Candidates 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.
4. **Work with the University Supervisor to schedule a one-hour introductory meeting of all parties at the beginning of the semester.** The University Supervisor will facilitate a discussion of co-teaching, planning protocols and observation dates with both the TC and CT.
5. Work with the University Supervisor to adjust assignments, when necessary, to ensure that your students have the best possible learning situations.
6. Act as liaison between Teacher Candidates, Cooperating Teachers, school administrators, and the University Supervisor. Maintain ongoing communication with the University Supervisor and Cooperating Teacher and assist in solving field-related problems.
7. **Hold weekly meetings** for your Teacher Candidates. These may be used to assist Teacher Candidates in resolving issues and to help with common needs (e.g. management or planning issues). Many On-site Liaisons use these meetings to invite guest speakers to address specific issues for their Teacher Candidates (e.g. special educator, administrator, BTSA support provider, counselor, etc.).
8. **Arrange for the final exit interview at the conclusion of full-time Clinical Practice.** The interview is a time to recap what you appreciated about the Teacher Candidate's work and growth and any areas you'd like to see them continue to work on. All participants will discuss the "Assessment of TPEs" and sign the "Clinical Practice Summary" and copies will be distributed to

all. These forms are very important; without them, a Teacher Candidate will not be cleared to receive their credential.

9. **edTPA (Educative Teacher Performance Assessment).** This legislatively mandated Performance Assessment, by its nature, must be coordinated with the Clinical Practice of the teaching candidate. In the first semester, candidates must video-tape a teaching episode. The logistics of securing permission from the class will be different at each school site. Please assist candidates with this procedure.

## 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.
- 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 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.