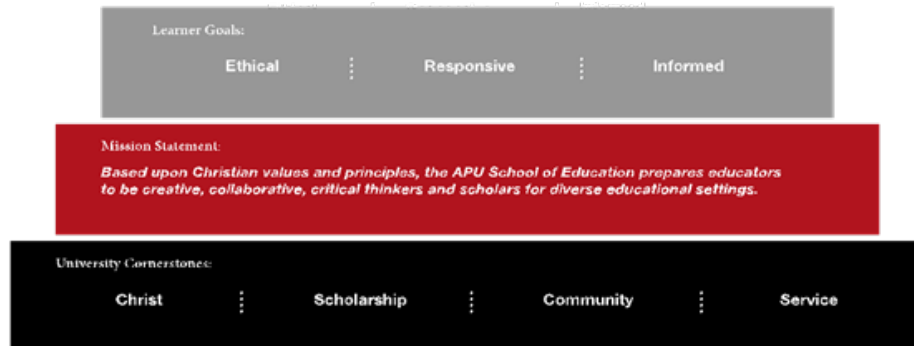




School of Education
Department of Teacher Education
Clinical Experience Handbook
2025-2026
Multiple Subject Credential Program
Single Subject Credential Program
Education Specialist Credential Program

School of Education
Conceptual Framework



“Our belief is that education enlightens the mind and inspires the heart so that the hands can serve.”
—Dr. Richard E. Felix, Former President—

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CONTACT AND SUPPORT INFORMATION

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AZUSA PACIFIC UNIVERSITY VISION STATEMENT

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service.

Christ

Belief in Christ is central to all that we think and do, and who we are. It is this understanding of God's love that informs all our pursuits: academic, service, and community.

Scholarship

We are called to scholarship permeated by our Christian faith. We are committed to teaching excellence. The liberal arts is central in the curriculum, for we are dedicated to the education of the whole person. At the same time, we value the role of professional offerings that prepare students for specific careers.

Community

We believe in community. We are a richly diverse people who value the worth of each individual. Our mission is to encourage, equip, and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.

Service

Service is at the heart of our local and international outreach, missions, and service learning endeavors. Our students often find these experiences to be among the greatest of their lives.

CLINICAL EXPERIENCE HANDBOOK OVERVIEW

This Clinical Experience Handbook provides valuable information to guide one successfully through the Field Experience and Clinical Practice components of the Department of Teacher Education's programs. This handbook is designed for anyone - whether they are a Teacher Candidate (TC) participating in Field Experience (FE) or Clinical Practice (CP), a University Coach (UC) supporting a Teacher Candidate during Clinical Practice, a Cooperating Teacher (CT) modeling and molding a Teacher Candidate in a non-contracted student teaching placement, or a Site Administrator (SA) or Site Mentor (SM) supporting a contracted (non-Intern or Intern) Teacher Candidate.

Please read the General Information section and designated role sections, as noted in the Table of Contents, of this handbook carefully. If there are any questions, please refer to the Contact/Support Information page.

GENERAL INFORMATION (TC, UC, CT, SA, SM)

Clinical Experience: Field Experience and Clinical Practice

Clinical Experience (CE) is the core of the Teacher Education Programs in the Department of Teacher Education. There are two designated components: Field Experience (e.g., fieldwork assignments embedded in coursework) and Clinical Practice (e.g., student teaching).

The California Commission on Teacher Credentialing (CTC) requires 600 hours of clinical experience over the arch of the program; 60 hours Field Experience and 540 hours Clinical Practice are built into the Department of Teacher Education's programs. For Education Specialist candidates, the first 140 hours of Clinical Practice are part of guided observation and initial student teaching that occurs before final student teaching. The Department of Teacher Education's goal is to prepare Teacher Candidates to be competent and confident credentialed teachers. The layered approach to completing the clinical experience hours begins with candidates initiating their field experience hours in their Foundation courses and culminating with solo and co-teaching teaching experiences toward the completion of their program.

Academic Privacy

The Clinical Practice experience is the culmination of several years of a teacher candidate's work and study in preparation for this season. While teaching is a collaborative field in nature, it is important for Teacher Candidates to develop as professional individuals in this season. All inquiries and communication related to student placements or Clinical Practice will be held between the APU faculty, staff, and/or administration and the teacher candidate directly. Information will not be shared with individuals or organizations other than the teacher candidate to maintain confidentiality of educational records following FERPA guidelines This is a time for Teacher Candidates to grow professionally.

The Field Experience Component

The first year of the Teacher Education Program prepares Teacher Candidates by providing opportunities to immediately apply course principles in Host School (e.g., classroom) settings. A variety of field experience assignments are embedded into the Foundation or Specialization courses (i.e., TESP 501, TESP 502, TEP 511, TESP 508, TEP 537, TEP 512, SPED 517, SPED 518), which apply toward the 60 hours of required field experience.

The Clinical Practice Component

A key aspect of the educator preparation programs in the Department of Teacher Education, which houses the Department of Elementary and Secondary Education and the Department of Special Education, is the Clinical Practice component. Whether a Teacher Candidate is completing Clinical Practice as a student teacher or as a classroom teacher-of-record, this is a time to continue gaining knowledge about the teaching and learning process. It is an opportunity to combine theoretical

perspectives with the realities of situated classroom practices. In order to accomplish this, the Department of Teacher Education looks to its University Coaches, Cooperating Teachers, Site Administrators/Site Mentors, partner districts, and schools to serve as facilitators of this essential continued learning. It is only through a collaborative relationship among University Coaches, Cooperating Teachers, Site Administrators/Site Mentors, schools, and districts that we ensure our Teacher Candidates will connect the Department of Teacher Education's foundation of knowledge, theory, and research to their practical experiences in schools and in surrounding communities.

EXPECTATIONS FOR PROFESSIONAL STANDARDS OF APPEARANCE AND BEHAVIOR

A school is a professional environment, and teaching, as a public profession, is inherently a conservative profession. Teaching places a Teacher Candidate in the public eye at all times. Teacher Candidates must be aware of the image they present to the community.

Confidentiality

Teacher Candidates are expected to regard all information concerning students as confidential.

Behavior

The Department of Teacher Education's expectations for behavior extend to voicemail messages, email communications, including email usernames, social media, including Facebook, Instagram, X (formerly Twitter), and similar social networking sites, and other image-creating communication media, including videotaping for reflection and support.

The Importance of Professional Conduct

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. As a Teacher Candidate in the School of Education, a Teacher Candidate's behavior and use of social media will be representing Azusa Pacific University, the Field Experience Host School, the Clinical Practice school and district, as well as the chosen profession of teaching. Therefore, it is essential that a Teacher Candidate thoughtfully considers the responsibilities of an educator, as well as the perceptions of pupils and colleagues in partner school districts. As a Teacher Candidate makes decisions about personal behavior, communication, and personal use of social media, Teacher Candidates are to be professional, respectful, honest, and accurate in the information communicated or posted.

Voicemail Messages

Please be sure that the outgoing message on your devices, and any messages left are professional and succinct.

Email

Teacher Candidates and University Coaches must only use their APU email address for all Clinical Practice related communication. Teacher Candidates are required to check their APU email regularly during the Clinical Practice term.

Many school districts may provide teacher candidates with district emails. Be sure to follow the guidelines of the site administration and cooperating teacher when communicating with students, families, and peers through this avenue.

Social Media

Social media has become an integral part of life. While social media can support teaching and learning, social media may also pose several challenges for Teacher Candidates as they work with children and teenagers in TK-12 schools. These challenges have the potential to create serious problems for Teacher Candidates, and possibly negatively affect a Teacher Candidate's future career opportunities in the teaching profession. During the Clinical Practice experience, all personal social media should be password protected or make use of appropriate privacy settings to keep pupils from "finding them."

It is advised that posting content regarding Clinical Practice, such as placement information, student stories, etc., not be shared during the Clinical Practice experience.

The rapid speed at which technology evolves makes it difficult, if not impossible, to identify all types of current social media in this Handbook. Thus, the term "social media" includes a variety of online tools and services that allow users to publish content and interact with their audience. By way of example, "social media" includes:

1. Social networking sites (e.g., Facebook, LinkedIn, Google+, Twitch).
2. Blogs and microblogs (e.g., X (formerly Twitter), Tumblr, Reddit).
3. Content-sharing sites (e.g., Scribd, SlideShare, Google Drive).
4. Image sharing and video sharing sites (e.g., Flickr, TikTok, YouTube, SnapChat, Instagram, Pinterest).
5. Texting.

Teacher Candidates are to be careful about what is posted, and to check other user's comments related to the Teacher Candidate. Teacher Candidates are to be aware that many potential employers are now reviewing social media and social networking sites in performing background checks. Additionally, Teacher Candidates are to be safe and not upload pictures or videos of children, even if there is a signed permission form from parents/guardians.

Inappropriate Social Media Use

Policies and/or regulations cannot address every instance of inappropriate social media use. However, active Teacher Candidates in APU's School of Education participating in Field Experience and Clinical Practice must refrain from social media use that:

1. Breaches professional boundaries between Teacher Candidates and TK-12 students, including sharing personal feelings, events, etc. with pupils regarding Teacher Candidates' and/or students' personal lives or lives outside of school.
2. Has no clear relationship to classroom curriculum, instructional activities/tasks, and/or student learning.
3. Uses Teacher Candidates' private or individual social networking tools, forums, pages, etc. for personal reasons while in their Field Experience or Clinical Practice setting.
4. Interferes, disrupts, or undermines the effective operation of the school or district.
5. Is used to engage in harassing, defamatory, obscene, abusive, discriminatory, threatening, or similarly inappropriate communications.
6. Creates a hostile work or learning environment.
7. Breaches confidentiality obligations of Teacher Candidates, students, and/or school district employees.
8. Violates the law, board policies, and/or other school rules and regulations.

Violation of the social media policy may result in disciplinary action(s) for the Teacher Candidate, as determined on a case-by-case basis by the Department of Teacher Education and/or the Clinical Practice placement setting. The Department of Teacher Education reserves the right to remove a Teacher Candidate from the Clinical Practice placement and credential program pending a review of the information.

Requirements Concerning District-Sponsored Social Media Activity

1. A Teacher Candidate must seek prior approval from their Field Experience Host Teacher or Cooperating Teacher/Site Mentor/Administrator prior to her or his students using social media as an educational tool or in relation to extracurricular or district programs.
2. A Teacher Candidate may not link a district-sponsored social media page to any personal social media sites or sites not sponsored or approved by the school district.
3. A Teacher Candidate may not use district-sponsored social media communications in a manner that misrepresents personal views as those of the school district in which they are placed.

Requirements Concerning Personal Social Media Activity

Teacher Candidates are required to maintain appropriate professional boundaries with students, parents/guardians, and colleagues. For example, it is not appropriate for a Teacher Candidate to "friend" a student or her/his parent or guardian or otherwise establish special relationships with

selected students through the use of social media. It is not appropriate to give students or parents/guardians access to personal postings unrelated to school.

Finally, remember that many of the students in the classroom will look to the Teacher Candidate as a role model and example of appropriate conduct. Although the Teacher Candidate cannot control how others see them as a teacher, it is within their power to control the available information people will use to form these views. So, choose wisely when using social media and the content shared with others.

Violation of the social media policy may result in disciplinary action(s) for the Teacher Candidate, as determined on a case-by-case basis by the Department of Teacher Education, Field Experience Host Site and/or the Clinical Practice placement site. The Department of Teacher Education reserves the right to remove a Teacher Candidate from the Clinical Practice placement and credential program pending a review of the information.

Appearance

Every school has expectations regarding the appearance of its faculty and staff. Teacher Candidates are expected to meet or exceed the school's expectation of appearance. Teacher Candidates are expected to dress professionally at all times in the schools. It is the Teacher Candidate's responsibility to become familiar with the school's expectations for faculty appearance and dress appropriately during Clinical Experience. Inappropriate appearance or dress may result in removal from the Clinical Practice placement and can adversely affect continuation in the professional program.

Appropriate Clothing

Teacher Candidates must wear clean, neat, and untorn attire. All Teacher Candidates must also be mindful of each school site's dress code requirements for staff. The following are general guidelines:

1. For women: dresses, skirts, pants, pantsuits, shirts, and blouses are suitable. All clothing should be modest and not excessively short, tight, or revealing. Any shirt, blouse, or dress that covers the back and midriff, does not have a plunging neckline and is not see-through is acceptable. Footwear (shoes, boots, and sandals) should complement professional attire.
2. For men: pants, collared shirts, shoes/boots, and socks are suitable. Ties are optional. All clothing should be modest and not be excessively tight or revealing.

Appropriate Grooming

Personal hygiene is very important when working closely with students and with school employees. Odors or heavily scented perfumes and fragrances should be avoided, particularly because of possible allergic reactions. Hair should be clean and neat and facial hair must be trimmed and groomed. (Would a sentence on natural and protective hairstyles be a good idea to add here?)

Inappropriate Clothing

Clothing, jewelry, or hairstyle that disrupts the educational process or endangers students, including, but not limited to those items which include messages, language, or logos that advocate sex, drugs, violence, bigotry, hate, profanity, alcohol, tobacco, or gang activity are not permissible. The following are additional guidelines:

1. Any excessively tight or form-fitting article of clothing is not considered professional dress.
2. Tank tops, shorts, cut-offs, fatigues, spandex, spaghetti straps, halter tops, low cut garments, short shirts, and flip-flops are considered inappropriate dress.
3. Tattered, frayed, ripped or excessively worn and faded clothing are not considered professional dress.
4. Transparent, translucent, or sheer clothing may not be worn.
5. Clothing associated with gang activities is not permissible.
6. Clothing that bares any part of the mid-section, even if the mid-section is bare unintentionally, is not acceptable.
7. Any portion of the Teacher Candidate's underwear or under-garments shall not be visible at any time, even when bending or reaching up.
8. Earrings may be worn. Depending upon district policy: other pierced areas of the face or body not covered by clothing may need to be left without any ring or stud; other body decorations such as tattoos may need to be completely covered to the extent possible while the Teacher Candidate is on school premises, or at a school activity.

The only exceptions to the above requirements occur for those Teacher Candidates who are engaged in physical education or career technical education activities, which might require appropriate attire for specific applications.

FIELD EXPERIENCE (FE)

Since Field Experience activities are embedded in coursework, additional details are provided in individual course syllabi.

Field Experience Team

The Field Experience Team consists of the Teacher Candidate, Foundation Course Instructors, Host Teacher, and Program-level Faculty. Their roles are defined below and contact information provided in the Contact/Support Information section in this Handbook. The Department of Teacher Education Program Chair is available for support during Field Experience.

Course Instructor

Field Experience assignments (i.e., fieldwork) are embedded in four of the six Foundation courses and detailed in the course syllabi for TESP 501, TESP 502, TEP 511/SPED 517, TESP 508/TEP 537, and TEP 512/SPED 518. Course Instructors are the first source of information about field experience

requirements. Questions about appropriateness of a specific Host School or Host Teacher classroom are to be directed to Course Instructors. APU may require additional documentation or requirements - prior to accessing a school site.

Host Teacher

The Host Teacher opens her/his classroom in her/his Host School to the Teacher Candidate as described in the Host Teacher Letter. The Host Teacher Letter is provided in the syllabus for each course that includes embedded field experience. A Host Teacher meets the same requirements as a Cooperating Teacher: holds a Clear Credential and has at least three years' experience in the type of setting for Field Experience. The Teacher Candidate is under the Host Teacher's direct supervision, as a guest in the classroom. The Host Teacher is a guide familiarizing the Teacher Candidate to the Host Classroom by participating in a personal interview about the Host Teacher's teaching background and preparation. Particular topics around the course content may also be pursued. In addition, the Host Teacher is asked to provide regular communication and constructive feedback to the Teacher Candidate, as appropriate for the course. A schedule is to be set between the Host Teacher and Teacher Candidate. Field experience may involve interaction with a Multilingual Learner or other student groups. Therefore, the Host Teacher is to identify appropriate student(s). The Host Teacher may ask the Teacher Candidate to participate in other teaching responsibilities such as grading papers, putting up bulletin boards, and preparing instructional materials. Each course requires at least 12 hours of Field Experience. However, the specific time interacting in the Host Teacher classroom may vary per field experience requirements. Host Teachers will be asked by the Teacher Candidate to sign off on the Time Log, included in the course shell. The next section outlines specific course expectations.

Host Schools and Districts may require additional documentation or requirements prior to opening their school site to the Teacher Candidate. It is the Teacher Candidate's responsibility to check with the school and district to determine if there are additional requirements to participate in Field Experience at a specific school site. If a school requests confirmation of program participation, the Teacher Candidate may complete an Enrollment Verification Letter Request through the Graduate and Professional Registrar's Office. If a school or district requires confirmation of TB and/or background/fingerprint clearance, the Teacher Candidate should contact the Foundation Course Instructor as this may delay completion of course assignments. The Teacher Candidate may complete the TB confirmation and send the results to the Student Placements Coordinator to meet future Clinical Practice clearance requirements. The Teacher Candidate may contact the Office of Credentials for information on background/fingerprint clearance.

Program-Level Faculty

Each program (i.e., Multiple Subject, Single Subject, Mild to Moderate Support Needs, and Extensive Support Needs) has dedicated faculty (i.e., Program Director) to answer questions that the Course Instructor is not able to address. The first line of support is the Course Instructor (e.g., Art of

Teaching I Instructor). Program Director information is included in the Contact/Support Information section in this Handbook.

Field Experience Expectations

A single Host Setting is not permitted for Field Experience; at least two Host Schools are required to provide diverse settings and meet the unique course objectives. Teacher Candidates are to find Host Teachers who are not friends or family in order to provide a more objective and educationally based experience. Teacher Candidates are to review the specific course objectives to match with a possible Host Setting. If a question arises, the Course Instructor should be contacted to confirm if a potential Host School and/or Host Teacher classroom will meet the course requirements.

Over the course of the eight (8) week session, candidates fulfill 12 hours of fieldwork as described in the syllabus. Teacher Candidates must complete 12 fieldwork hours in each of the fieldwork embedded courses prior to clinical practice, for a total of 60 total field experience hours. Teacher Candidates may NOT use the same hours or observations multiple times. All hours must be logged and verified. NOTE: Documentation of completion of the 12 hours of fieldwork is required for a passing grade in the course. If 12 hours are not documented, the highest grade possible is a C+, thus necessitating the course being retaken. Fieldwork hours must be completed within the timeframe of the current course.

NOTE: In the case of school building closures or limited access to TK-12 students due to state or local directives, Teacher Candidates will receive alternative field experience instructions from their Course Instructor in order to meet the requirements for their course.

Field Experience and COVID-19 Requirements

Azusa Pacific University has made the determination not to require COVID-19 vaccinations at this time, but instead to strongly encourage all employees and students to be fully vaccinated, if they are medically able to do so in consultation with their medical professional. The programs within the School of Education that lead to an educator credential require clinical experiences at TK-12 district and school sites. Most TK-12 district and school sites with whom APU partners require individuals to be fully COVID-19 vaccinated before being allowed onsite. Accordingly, a student's inability to establish full COVID-19 vaccination is likely to prevent the student from being allowed to participate in clinical experiences required to progress through and complete their educator credential program. Updated information and expectations related to COVID will be provided by APU leadership and/or the Office of Student Placements as the need arises.

Field Experience Program Course Requirements:

All Fieldwork is to be conducted in person at a school located in one of the districts from the approved Field Experience Districts List. Online schools, independent study programs, and home schools will not meet APU's fieldwork requirements.

TESP 501: Art of Teaching I

Teacher Candidates may observe in different classes each time or stay in the same Host Setting for the entire 12 hours. Teacher Candidates are not required to work with individual students to meet course assignments.

Each Host Class must meet the following requirements in order to be considered appropriate Host Setting:

- Host School must be at a school that is WASC-accredited and uses California Content Standards, Common Core State Standards, and Curriculum Frameworks. It is recommended that field experience be completed in a public TK-12 school. A TK setting may possibly be approved at Instructor's discretion; it is recommended not all field experience be in a TK setting.
- Field Experience must be in schools that are 25% diverse. Ethnic and academic diversity, based upon CA Department of Education Student Demographics (e.g., School Accountability Report Card/Enrollment OR other appropriate demographic documentation).
- Multiple Subject or Single Subject classes must be TK-12 and have at least 20 students. Since this is a TK-12 credential program, preschool, adult education, and non-standard-based ROP-type (i.e., regional occupational programs) are not acceptable.
- Special Education classes may have fewer students, but Teacher Candidates are encouraged to observe also in Multiple Subject or Single Subject classes for variety and background with larger groups.
- Host Classrooms need at least one Multilingual Learner (ML) student (goal of 10% ML in school population) and one student with special needs, such as having an Individualized Education Program (IEP) or 504, because Teacher Candidates are observing how teachers differentiate for these students.
- Subbing and assistant time is not acceptable since Teacher Candidates participating in field experience are expected to be focusing on the Host Teacher in the room, not working their job (e.g., instructing students). Work and substitute hours must be signed off by a school administrator.
- No one-on-one instructional assistant work hours may be used - must be focused on course assignment not on work assignment. If the Teacher Candidate is a one-on-one assistant, then non-work time must be used (e.g., switch with another assistant, take time off, use conference time).

TESP 502: Science of Teaching I

The 12 hours of field experience may be done in different settings (i.e., Host Classrooms). In order to facilitate the Student Development Plan section in the Signature Assignment, Teacher Candidates are encouraged to have some of the field experience hours take place in the classroom with the students who were surveyed. Host classroom is to match or be closely related to Teacher Candidate's credential area (i.e., SPED: Mild to Moderate Support Needs, SPED: Extensive Support Needs, MULT, SING) and SING content area (e.g., English, Social Science, Math).

Other requirements are:

- Host School must be at a school that is WASC-accredited and uses California Content Standards, Common Core State Standards, and Curriculum Frameworks. It is recommended that field experience be completed in a public TK-12 school. A TK setting may possibly be approved at Instructor's discretion; it is recommended not all field experience be in a TK setting.
- Field Experience must be in schools that are 25% diverse (ethnic and academic diversity, based upon CA Department of Education Student Demographics Accountability Report Card/Enrollment OR other appropriate demographic documentation).
- Multiple Subject or Single Subject classes must be TK-12 and have at least 20 students. Since this is a TK-12 credential program, preschool, adult education, and non-standard-based ROP-type (i.e., regional occupational programs) are not acceptable.
- Special Education classes may have fewer students, but Teacher Candidates are encouraged to observe also in Multiple Subject or Single Subject classes for variety and background with larger groups.
- Host Classrooms need at least one Multilingual Learner (ML) student (goal of 10% EL in school population) - and one student with special needs, such as an Individualized Education Program (IEP) or 504, because Teacher Candidates are observing how teachers differentiate for these students.
- Substitute teaching must be cleared with the Course Instructor(s) to verify that course assignments may be completed in the "work" setting. No more than 50% (7.5 hours) may be completed in a "work" setting (e.g., teacher-of-record, substitute, long-term substitute, instructional assistant). No one-on-one instructional assistant work hours may be used - must be focused on course assignment not on work assignment. If TC is a one-on-one assistant, then non-work time must be used (e.g., switch with another assistant, take time off, use conference time). Work and substitute hours must be signed off by the school administrator.

TEP 511 or SPED 517 Art of Teaching II

Individualized papers on various topics such as Pedagogy, Universal Design for Learning (UDL), Observations of Equity and Diversity, Multilingual Learners, and Differentiation will be the primary product of observations. Total observation must be 12 hours. It is preferable to visit multiple classrooms. However, one Host Class setting may be used, pending approval from the Course Instructor. (If the Teacher Candidate is a full-time teacher, long-term substitute teacher and/or instructional assistant, please see below).

Field Experience requirements are:

- Host School must be at a school that is WASC-accredited and uses California Content Standards, Common Core State Standards, and Curriculum Frameworks. It is recommended that field experience be completed in a public TK-12 school. A TK setting may possibly be

approved at Instructor's discretion; it is recommended not all field experience be in a TK setting.

- Field Experience must be in schools that are 25% diverse (ethnic and academic diversity, based upon CA Department of Education Student Demographics (e.g., School Accountability Report Card)/Enrollment OR other appropriate demographic documentation).
- Multiple Subject or Single Subject classes must be TK-12 and have at least 20 students. Since this is a TK-12 credential program, preschool, adult education, and non-standard-based ROP-type (i.e., regional occupation programs) are not acceptable.
- Special Education classes may have fewer students, but Teacher Candidates are also encouraged to observe in Multiple Subject or Single Subject classes for variety and background with larger groups.
- Full-time teaching and long-term substitute teaching assignments will work for some of the observations. Subbing and assistant time must be cleared with the Course Instructor(s) to verify that course assignments may be completed in the "work" setting. No more than 50% (7.5 hours) may be completed in a "work" setting (e.g., teacher-of-record, substitute, long-term substitute, instructional assistant). No one-on-one instructional assistant work hours may be used - must be focused on course assignment not on work assignment. If the Teacher Candidate is a one-on-one assistant, then non-work time must be used (e.g., switch with another assistant, take time off, use conference time). Work and substitute hours must be signed off by a school administrator. If no release time is available, Teacher Candidate should speak to Course Instructor for instructions on a case-by-case basis.
- Host Classrooms need at least one Multilingual Learner (ML) student (goal of 10% ML in school population) - and one student with special needs, such as an Individualized Education Program (IEP) or 504, because Teacher Candidates are observing how teachers differentiate for these students.
- Access to a Special Education Teacher and a Multiple Subject or Single Subject Teacher for interviews is required.

TESP 508 or TEP 537

Individualized papers on various topics such as Pedagogy, Universal Design for Learning (UDL), Observations of Equity and Diversity, Multilingual Learners, and Literacy will be the primary product of observations. Total observation must be 12 hours. It is preferable to visit multiple classrooms. However, one Host Class setting may be used, pending approval from the Course Instructor. (If the Teacher Candidate is a full-time teacher, long-term substitute teacher and/or instructional assistant, please see below).

Field Experience requirements are:

- Host School must be at a school that is WASC-accredited and uses California Content Standards, Common Core State Standards, and Curriculum Frameworks. It is recommended that field experience be completed in a public TK-12 school. A TK setting may possibly be

approved at Instructor's discretion; it is recommended not all field experience be in a TK setting.

- Field Experience must be in schools that are 25% diverse (ethnic and academic diversity, based upon CA Department of Education Student Demographics (e.g., School Accountability Report Card)/Enrollment OR other appropriate demographic documentation).
- Multiple Subject or Single Subject classes must be TK-12 and have at least 20 students. Since this is a TK-12 credential program, preschool, adult education, and non-standard-based ROP-type (i.e., regional occupation programs) are not acceptable.
- Special Education classes may have fewer students, but Teacher Candidates are also encouraged to observe in Multiple Subject or Single Subject classes for variety and background with larger groups.
- Full-time teaching and long-term substitute teaching assignments will work for some of the observations. Subbing and assistant time must be cleared with the Course Instructor(s) to verify that course assignments may be completed in the "work" setting. No more than 50% (7.5 hours) may be completed in a "work" setting (e.g., teacher-of-record, substitute, long-term substitute, instructional assistant). No one-on-one instructional assistant work hours may be used - must be focused on course assignment not on work assignment. If the Teacher Candidate is a one-on-one assistant, then non-work time must be used (e.g., switch with another assistant, take time off, use conference time). Work and substitute hours must be signed off by a school administrator. If no release time is available, Teacher Candidate should speak to Course Instructor for instructions on a case-by-case basis.
- Host Classrooms need at least one Multilingual Learner (ML) student (goal of 10% ML in school population) - and one student with special needs, such as an Individualized Education Program (IEP) or 504, because Teacher Candidates are observing how teachers differentiate for these students.
- Access to a Special Education Teacher and a Multiple Subject or Single Subject Teacher for interviews is required.

TEP 512 or SPED 518: Science of Teaching II

Field experience in this course includes the development of a unit plan specific in the specialization area, student assessment, lesson development and administration, and analysis of assessments and reflection. All 12 hours of field experience should be conducted in the same Host Setting in order to work with one group of students. However, field experience should be conducted in a different Host School than used in previous courses to meet the diverse setting requirement for Clinical Experience. Exceptions may be made on a case-by case situation, pending approval from the Course Instructor/Course Lead. The Teacher Candidate will be asked to provide a demographics form/report for the requested school.

- Host School must be at a school that is WASC-accredited and uses California Content Standards, Common Core State Standards, and Curriculum Frameworks. It is recommended that field experience be completed in a public TK-12 school. A TK setting may possibly be

approved at Instructor's discretion; it is recommended not all field experience be in a TK setting.

- Field Experience must be in schools that are 25% diverse (ethnic and academic diversity, based upon CA Department of Education Student Demographics (e.g., School Accountability Report Card) Enrollment OR other appropriate demographic documentation).
- Host Classroom must be in a Specialization area: Multiple Subject, Single Subject – in content area, Mild to Moderate Support Needs, or Extensive Support Needs
- Multiple Subject or Single Subject classes must be TK-12 and have at least 20 students. Since this is a TK-12 credential program, preschool, adult education, and non-standard-based ROP-type (i.e., regional occupation programs) are not acceptable).
- Special Education classes may have fewer than 20 students.
- Host Classroom must have at least one Multilingual Learner (ML) student (goal of 10% EL in school population) - and one student with an Individualized Education Program (IEP) or 504, or an identified learning need/challenge.
- No one-on-one instructional assistant work hours may be used - must be focused on course assignment not on work assignment. If TC is a one-on-one assistant, then non-work time must be used (e.g., switch with another assistant, take time off, use conference time).

Field Experience Documentation

The documentation forms for Field Experience (12 hours per class) are available through each embedded course shell. Course Instructors will assign the appropriate documents to be uploaded to the Canvas course shell. Successful completion of these requirements is required for Clinical Practice eligibility, as well as passing the course.

Candidates must complete 12 fieldwork hours in each of the fieldwork-embedded courses prior to clinical practice, for a total of 60 total field experience hours. Candidates may NOT use the same hours or observations multiple times. All hours must be logged and verified.

NOTE: Documentation of completion of the 12 hours of fieldwork is required for a passing grade in the course. If 12 hours are not documented, the highest grade possible is a C+, thus necessitating the course being retaken. Fieldwork hours must be completed within the timeframe of the current course.

Additional Contracted/Substitute/Intern Teacher/Assistant Information

Release time of up to 12 hours each eight-week session for fieldwork may be necessary. For Single Subject Candidates, conference/prep period in a school site meeting the WASC, diversity, demographic requirements may need to be used to meet University field experience requirements. A one-to-one instructional assistant may not use work time to count for Field Experience hours.

Documentation

Employment verification (if applicable) for time spent as a substitute teacher may qualify, depending on individual course requirements. Contact Course Instructor to determine qualification status.

Relationship Between Field Experience and Clinical Practice

Field Experience provides the basis and the foundation for Clinical Practice. Field experience is a prerequisite for Clinical Practice. Students may start Clinical Practice only after they successfully complete all field experience assignments. However, please note that a Field Experience Host Setting may not meet the requirements of a Clinical Practice placement. Furthermore, experience in diverse settings is a required aspect of the Department of Teacher Education programs. When applying for Clinical Practice, Teacher Candidates will be required to document all Field Experience settings to show different school settings. If a Teacher Candidate has only participated in Field Experience in one school and has no other experiences in other schools, the Teacher Candidate will be placed in a different school for Clinical Practice. This is to meet the CTC's requirement of diverse settings.

CLINICAL PRACTICE INFORMATION AND POLICIES (TC, UC, CT, SA)

General Information

The Clinical Practice Team consists of the Teacher Candidate (TC), the University Coach (UC), the Cooperating Teacher (CT) for non-contracted student teachers or Site Administrator/Site Mentor (SA/SM) for contracted (Intern and non-Intern) Teacher Candidates, and the Office of Student Placements (OSP). It is important that communication and information is exchanged regularly among all individuals in the Clinical Practice team, especially when problems are identified. Other individuals, both at the school and the university (e.g., school administration, instructional faculty for concurrent course(s) with Clinical Practice, CalTPA Coordinators), provide additional support to the Teacher Candidate.

Teacher Candidate: Non-contracted Student Teacher

Non-contracted student teachers are Teacher Candidates placed by the Office of Student Placements into a partner district classroom with a Cooperating Teacher. Student teaching (i.e., non-contracted student teachers participating in Clinical Practice) is an unpaid 16-week commitment. Contracted Teacher Candidates are teachers-of record who follow the expectations of their contracting district.

Expectations

- The teaching assignment is for the full school day, across the 16-week Clinical Practice term. The Teacher Candidate is expected to be at school during the same time period as the classroom teacher who is serving as their Cooperating Teacher. The only reason a Teacher Candidate may be excused earlier than the end of the school day is to attend her/his scheduled class(es) at APU. All other personal or professional responsibilities (ie. ministry,

coaching, medical appointments, interviews, etc.) are to be conducted outside of the expected clinical practice times.

- The schedule of teaching days followed during student teaching must conform to that of the school where the student teacher is placed, not to that of the university. School holidays and university holidays do not always coincide. Teacher Candidates will follow the school district's calendar and not the vacation schedule of the university for the entire Clinical Practice term.
- It is expected that the Teacher Candidate will attend after-school meetings, such as department or grade-level meetings, workshops, faculty meetings, IEP meetings (as appropriate for Education Specialist Teacher Candidates), as well as parent/guardian teacher conferences, and after-school events, unless it interferes with attendance at scheduled class at APU. Teacher Candidates may not leave early to coach or work.
- It is the responsibility of the Teacher Candidate to ask the Cooperating Teacher for evaluation conferences and suggestions for improvement on a regular basis. The University Coach will facilitate this process, if requested to do so by the Teacher Candidate.
- The recommendation for Credit or No Credit for Clinical Practice is made by the University Coach to the Instructor of Record for Clinical Practice (usually the Program Director). It is expected that the University Coach will confer heavily with the Cooperating Teacher. Prior to recommending No Credit, Teacher Candidates will receive support from the University Coach and/or Cooperating Teacher via the Focus Form process, when a teacher candidate needs additional support and guidance.
- On occasion, Teacher Candidates are offered contracted positions in districts starting before the end of the APU Clinical Practice term. However, the Teacher Candidate must complete her/his placement under the supervision of the Cooperating Teacher for the entire APU Clinical Practice term to successfully complete Clinical Practice and be recommended for the credential upon completion of all credential requirements.

Length of Clinical Practice

Placement schedules may vary depending upon the type of placement. The start and end dates of Clinical Practice vary for Teacher Candidates based upon the calendar of the district or school site where placed. The placement confirmation provided to the Teacher Candidate by the Student Placements Coordinator details the start and end date of her/his placement.

Multiple-Subject Placement

Full-time, all-day placement of 16 weeks divided into two assignments of one eight-week primary classroom (TK-2) and one eight-week upper elementary classroom (3-6). Depending upon APU's session and break schedule, the second placement may begin prior to APU's second session, in order to provide a full term of Clinical Practice.

Teacher Candidates will have access to a setting to be able to focus on foundational literacy skills (e.g., print concepts, phonological awareness, phonics & word recognition, fluency) and the additional cross cutting themes in literacy, oral and written language (e.g., meaning making, language

development, effective expression, content knowledge) and are able to practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques and support students with dyslexia.

Single-Subject Placement

Full-time, all-day placement of 16 weeks consisting of a minimum of 4 periods within the content-area subject. Must complete two different content preps for the assignment. Depending upon APU's session and break schedule, the Clinical Practice placement may encompass the entire APU term (i.e., begin the first day of Session 1 and end the last day of Session 2).

Special Education Placement

Full-time, all-day placement of 16 weeks within the specialization (i.e., Mild to Moderate Support Needs or Extensive Support Needs), divided into two assignments. Teacher Candidates will be placed for eight weeks in one grade range, and eight weeks in a different grade range (TK-2, 3-5, 6-8, 9-12). Teacher Candidates will be asked to identify their top two grade preferences. Every effort will be made to honor the grade preferences. Depending upon APU's session and break schedule, the second placement may begin prior to APU's second session, in order to provide a full term of Clinical Practice.

Candidates will have access to a setting to be able to focus on foundational literacy skills (e.g., print

Multiple Subject	2 weeks for each 8-week placement
Single Subject	4 weeks minimum (May be completed in 2-week increments)
Special Education	4 weeks minimum (2 weeks for each 8-week placement) (May be completed in 2-week increments)

concepts, phonological awareness, phonics & word recognition, fluency) and the additional cross cutting themes in literacy, oral and written language (e.g., meaning making, language development, effective expression, content knowledge) and are able to practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques and support students with dyslexia.

Course Load During Clinical Practice

Clinical Practice requires a large time and energy commitment. Prerequisite program courses must be satisfactorily completed prior to Clinical Practice. During Clinical Practice only those courses that are listed as concurrent requirements on the Teacher Candidate's advising form are permitted.

Solo Teaching Expectation

It is expected that the Teacher Candidate will fully assume responsibility for the entire teaching load (i.e., planning, instructing, assessing, reflecting) of the Cooperating Teacher for an extended period of time.

Use of Student Teachers as Substitutes

Some school districts allow student teachers to serve as substitute teachers in the event their Cooperating Teacher needs to be away from the classroom. The Teacher Candidate must work with the school district to complete necessary processes to serve as a substitute teacher. In those instances where the school district allows the Teacher Candidate to work as a substitute for Cooperating Teacher and the Teacher Candidate has completed necessary processes, the Teacher Candidate may serve up to 5 days (including partial days) as a substitute teacher for their Cooperating Teacher during the 16-week placement. The Teacher Candidate may not serve as a substitute teacher for a teacher other than their Cooperating Teacher during the 16-week placement.

Teacher Candidates Left Alone in the Classroom

At some point during the student teaching experience, the Cooperating Teacher may leave the room for a period of time. This should take place only after the Cooperating Teacher feels the Teacher Candidate demonstrates strong classroom management skills and successfully executes lesson plans. However, the Cooperating Teacher should be readily available. The Teacher Candidate should not be left alone for extended periods of time. The Cooperating Teacher is legally responsible for the classroom whether she or he is physically present or not.

Teacher Candidate Absences

Teacher Candidates are expected to maintain excellent attendance at their assigned placements. When a Teacher Candidate is absent for more than two days, s/he may be required to take an Incomplete for Clinical Practice and may be required to make up days at the end of the student teaching placement, extending the last day past the official end date set by the Office of Student Placements. Additionally, The Teacher Candidate may be requested to retake Clinical Practice at another more convenient time. Each situation will be reviewed individually by the Office of Student Placements in conjunction with leadership in the Department of Teacher Education. During such situations, the Office of Student Placements will be in close communication with Teacher Candidates, Cooperating Teachers, and University Coaches.

Teacher Candidates must contact their Cooperating Teacher as soon as possible as well as their University Coach when it is apparent an absence is necessary. If a Teacher Candidate is responsible for teaching a lesson on a day when s/he is absent, the Teacher Candidate must make the lesson plan(s) and the necessary materials available to the Cooperating Teacher to use to teach the lesson. Absences are permitted only for serious reasons such as death in the family or serious illness. Weddings, holiday trips, doctor appointments, family functions, or job interviews are not considered excusable absences.

Jury Duty is considered an inexcusable absence, as the number of days missing is indeterminable. If summoned for jury duty during clinical practice, make plans to reschedule the time.

Natural Disasters, Weather-Related, State of Emergency Orders, or Other Uncontrollable Absences
While school delays or closings related to natural disasters or weather are rare, Teacher Candidates are expected to follow the schedule of the district with regards to late openings, early dismissals, and school closures for their teachers. While this information is posted on district websites and by news organizations, each school has a specific procedure for communicating schedule changes. It is the responsibility of the Teacher Candidate to become aware of this information and relay it to her or his University Coach, as well as the Office of Student Placements, as necessary.

If districts are closed due to weather or affected by other uncontrollable factors (e.g., strike) for an extended period, a decision regarding making up missed days will be made by the Office of Student Placements in conjunction with leadership in the Department of Teacher Education. Any decision will take into consideration credential regulations when determining whether days must be made up and/or extended. During such situations, the Office of Student Placements will be in close communication with Teacher Candidates, Cooperating Teachers, and University Coaches.

Teacher Candidates who are personally affected by a natural disaster or a State of Emergency Order must contact the Office of Student Placements to relay the information, and will be responsible for maintaining communication throughout the entirety of the duration of impact.

University Coach

Who is the University Coach?

The University Coach is the university representative responsible for supervising the experience of a contracted or non-contracted Teacher Candidate or a group of Teacher Candidates during the Clinical Practice experience. The role of the University Coach is to provide site-specific support and advice. The Teacher Candidate is still learning and needs encouragement, reassurance, comfort, guidance, instruction in specific skills and insight into complex causes of behavior. The University Coach is an expert in the content area of the candidate.

APU matches a University Coach with a Teacher Candidate who is earning a credential in a content area where the University Coach meets at least one of the following requirements, as documented in Office of Student Placements records:

1. Holds a Clear credential in the content area Teacher Candidate is conducting Clinical Practice.
2. Holds an Administrative Services credential and has experience supervising in the content area Teacher Candidate is conducting Clinical Practice.

3. Has obtained documented expertise through professional training or teaching outside their credentialed area for a minimum of three years.

In addition, APU University Coaches must:

1. Hold a minimum of a Master's degree in Education (or highly related field) from a regionally accredited institution.
2. Pass a background/fingerprinting check as requested by the Office of Student Placements and/or per district requirements.
3. Maintain negative TB results as requested by the Office of Student Placements and/or per district requirements.
4. Have a minimum of three years of content area TK-12 teaching experience.
5. Have the ability to learn and use technology to communicate regularly and as a part of the formative and summative assessment process.
6. Have a demonstrated, vibrant Christian faith in alignment with the mission of Azusa Pacific University.

Roles and Responsibilities of University Coach

The University Coach provides support, advice, and expertise to the Teacher Candidate during the Clinical Practice term. This support may be provided through multiple methods of observation, engagement, and evaluation. At a minimum, the University Coach:

- Assists the Teacher Candidate in her/his growth into the profession of teaching via one-on-one coaching sessions and/or Clinical Practice Learning Team meetings (Primarily Virtual with In-Person as needed).
- Outlines the teacher preparation program responsibilities, requirements, and assignments in collaboration with the Cooperating Teacher.
- Observes and evaluates the Teacher Candidate regularly, approximately one observation for every 12 to 13 days of student teaching for a minimum of six observations over the Clinical Practice term. University Coaches may require additional observations from the Teacher Candidate if additional information is needed for determining a grade of Credit or No Credit for Clinical Practice.

During this time, the University Coach provides systematic feedback to the Teacher Candidate by conducting a pre-conference meeting, helping the Teacher Candidate select an area of focus for classroom observations, and examining all aspects of a lesson plan. Observations are conducted via video coaching or, for a few districts, face-to-face. Specific observation protocols are included in the Office of Student Placements webpage. Following the observation, the University Coach conducts a post conference meeting with the Teacher Candidate to review data collected during the observation. The University Coach leads the Teacher Candidate in the process of analysis and reflection on her/his teaching and its impact on student learning. Conferences may be conducted via email or through another virtual platform. Whenever possible, three-way collaboration between the Teacher

Candidate, the Cooperating Teacher/Site Administrator, and the University Coach is desirable - and may be conducted via email, or another virtual platform, if necessary.

Additional Responsibilities of a University Coach include:

- Confers with the Cooperating Teacher/Site Administrator about the progress, areas of needed growth, areas of improvement, and areas of talents of the Teacher Candidate.
- Helps build and maintain good relations between the schools and the university. The University Coach is considered a liaison to the university and, therefore, needs to be knowledgeable of university policy and program procedures and requirements in her/his teaching and its impact on student learning.
- Provides detailed expectations and requirements of Clinical Practice via one-on one coaching sessions and/or Clinical Practice Learning Team meetings, conducted virtually.
- Supports the Teacher Candidate in preparing lesson plans, units of study, and collecting artifacts.
- Guides and advises the Cooperating Teacher/Site Administrator in providing Teacher Candidates with a constructive and beneficial Clinical Practice experience as much as possible (e.g., Initial and Midpoint Triad Meetings). As part of her/his role, the University Coach may arrange special sessions during the term with the Teacher Candidate in order to help the Teacher Candidate develop individual plans for future growth.
- Evaluates the Teacher Candidate on an on-going basis and provides objective documentation to support her/his assessment of specific areas of the Teacher Candidates' knowledge, dispositions, and performances (including a Focus Form, when a teacher candidate needs additional support and guidance).

The University Coach also completes qualitative and quantitative observation reports, mid-point and final summative qualitative and quantitative evaluations, and recommends whether the Teacher Candidate earns Credit or No Credit for Clinical Practice based on the Teacher Candidate's total experience and work.

Clinical Practice Learning Team (CPLT)

As a part of the clinical practice experience, teacher candidates will be grouped into smaller teams with students who are in the same credentialing program. These teams are known as Clinical Practice Learning Teams (CPLT's). Each team will meet every other week of the clinical practice term, under the direction of a University Coach. These meetings are conducted virtually, and are mandatory to attend. These meetings will happen on the odd weeks of the term (Week 1, 3, 5, 7, 9, 11, 13, and 15). Meetings are scheduled by the University

Cooperating Teacher

Who is a Cooperating Teacher?

A Cooperating Teacher is a teacher who holds a Clear Credential in the content area for which she/he is providing supervision, has a minimum of three years of content area TK-12 teaching experience, is the teacher of record in a self-contained classroom, and has been recommended by the Site Administrator or District as having demonstrated exemplary teaching practices. The Cooperating Teacher provides primary, daily support and supervision to the Teacher Candidate. In addition, the Cooperating Teacher is regarded as a role model for the Teacher Candidate.

Roles and Responsibilities of Cooperating Teacher

The Cooperating Teacher supports and supervises the Teacher Candidate during Clinical Practice. In order to impart both knowledge and experience to the Teacher Candidate, a Cooperating Teacher should:

- Get to know the Teacher Candidate as an individual.
- Facilitate the Teacher Candidate's interactions with students from the first day of class.
- Schedule regular contact with the Teacher Candidate.
- Review all lesson plans at least two days in advance.
- Analyze instructional delivery.
- Discuss progress and set realistic goals.
- Brainstorm new ideas and methods to use when working with students.
- Discuss the curriculum being implemented.
- Talk about classroom management strategies being implemented in the classroom.
- Share expectations with the Teacher Candidate.
- Collaborate closely with the University Coach (e.g., Initial and Midpoint Triad Meetings).
- Expect the Teacher Candidate to assume a greater share of the planning and direct teaching responsibilities.
- Work collaboratively with the Teacher Candidate and University Coach to develop a smooth takeover plan to help ensure the Teacher Candidate's success.
- Observe the Teacher Candidate and provide specific feedback to improve teaching and learning (including collaborating on a Focus Form, when a teacher candidate needs additional support and guidance).
- Help acclimate the Teacher Candidate to the school and classroom and include the Teacher Candidate in all professional school and team meetings

A Note on Contracted Teacher Candidates:

For contracted Teacher Candidates (Intern or non-Intern), a Site Administrator (SA) or Site Mentor (SM) provides school site support to the Teacher Candidate. The Site Administrator (or designee) completes required feedback surveys and other forms/documentation and provides support to the Teacher Candidate and input to the University Coach.

California Commission on Teacher Credentialing (CTC) requires that district-employed supervisors are provided a minimum of 10 hours of training. Cooperating Teachers and Site Administrators/Site

Mentors will be provided a Training Survey each term for which they serve in order to document the CTC-required training. Please complete the Training Survey to document your training hours.

Initial orientation to the program curriculum is one portion of the 10-hour training requirement. Please review the Clinical Practice Orientation Module on your home page, complete the assessment/survey to become familiar with APU's Clinical Practice program, and document two hours of training (Module/Assessment/University Coach orientation).

Differentiated Mentoring for Teacher Candidates

It is the job of the Clinical Practice Team to meet the needs of the Teacher Candidate as s/he becomes a capable beginning teacher. Just as effective educators differentiate their instruction to scaffold each student toward success, Teacher Candidates may need differentiated preparation from Cooperating Teachers/Site Administrators/Site Mentors and University Coaches. Teacher Candidates' needs will vary based on a number of readiness and personality factors. The Cooperating Teacher/Site Administrator and University Coach should feel comfortable differentiating their mentorship of each individual Teacher Candidate. Some Teacher Candidates will need more support in place to help them succeed, while others will be able to take off without much direction in the first few weeks of the placement.

Below are some suggestions for additional supports that may be needed for Teacher Candidates who require more explicit instruction or time to develop:

- Detailed feedback on lesson plans.
- Co-teaching.
- Teacher Candidate observation of a lesson with reflection on each aspect of the lesson plan.
- Videotape additional lessons for reflection with University Coach and/or Cooperating Teacher.
- Cooperating Teacher/Site Administrator "Think Aloud" for the Teacher Candidate about the planning process when preparing a lesson or in a post-lesson reflection session.
- Co-plan lessons with the Teacher Candidate.

Lesson Planning

The skill of planning out a lesson takes time and practice. APU expects Teacher Candidates to make instructional decisions based on data as well as the specific needs of the students. All Teacher Candidates, regardless of their specific discipline, understand that designing an effective lesson is not easy. However, as with all new skills, lesson planning becomes easier over time. Therefore, Teacher Candidates are expected to appropriately plan the lessons they teach. Lesson plans must be submitted to the Cooperating Teacher a minimum of two days prior to implementation. This time frame provides the Cooperating Teacher with time to review the plans, provide feedback, and allow changes to be made by the Teacher Candidate before teaching the lesson. Lesson plans for University Coach observations must be provided to the University Coach at least 24 hours prior to the scheduled observation or as requested by the University Coach. Failure to submit lesson plans to the

Cooperating Teacher two days prior to implementation may result in a Teacher Candidate being removed from her/his placement.

The Department of Teacher Education has lesson plan and unit plan templates in Canvas Courses to use during Clinical Practice and at points in various courses. The University Coach and Cooperating Teacher may have a preferred lesson plan and/or unit plan template. Teacher Candidates are to use the template designated by the University Coach and Cooperating Teacher.

Addressing Problems and Concerns: Focus Form

Open and frequent communication among the Teacher Candidate, Cooperating Teacher (or Site Administrator), and University Coach is the key to a successful Clinical Practice experience. When this team maintains high levels of effective communication, Teacher Candidate growth is maximized, and problems are minimized. However, if problems do arise during Clinical Practice, a Focus Form will be developed to provide the teacher candidate additional support and guidance. A Focus Form may be developed for the following reasons:

1. Missing or Late Lesson Observations: The Office of Student Placements will monitor submissions of recorded observations. A Focus Form will be issued by the Office of Student Placement when a Teacher Candidate is missing one or more observations by their required deadline. Focus forms will detail what observations are missing, as well as required next steps, including contacting the university coach, creating a new timeline, etc. A copy of the Focus Form will be sent to the Teacher Candidate, their University Coach, and the Division of Teacher Education Program Chair. When the observations have been submitted by the required deadline, the University Coach will notify the Office of Student Placements to close the Focus Form.
2. Problems and/or concerns that arise related to the performance of the Teacher Candidate. These problems and concerns should be discussed between the Teacher Candidate, the Cooperating Teacher/Site Administrator, and the University Coach in a timely manner. Examples include:
 - a. Late or missing lesson plans or observations
 - b. Candidate disposition or behavior in the classroom, at the school site, or with a student
 - c. Other behaviors or mistakes not representative of a pre-service candidate. Mistakes are expected and are an opportunity for growth.

If the issue is not resolved, the Cooperating Teacher/Site Administrator, University Coach, and Teacher Candidate will meet to develop a Focus Form for the Teacher Candidate. The Office of Student Placements may be called in for this step if the Cooperating Teacher/Site Administrator and/or University Coach deems necessary. The Focus Form will describe the problem or concern and inform the Teacher Candidate of specific suggestions, expectations, and a time frame for improvement or correction. The Focus Form should be based on data from the Cooperating Teacher/Site Administrator, University Coach, and other parties such as observation records, lesson

plans, or a mid-point evaluation. The Focus Form should be signed and dated by the Teacher Candidate, Cooperating Teacher, and University Coach. A copy of the form must be submitted to the Office of Student Placements with copies also provided to the Teacher Candidate, Cooperating Teacher/Site Administrator, and University Coach.

3. The Program Director and/or Chair will be notified by the Office of Student Placements. Once finalized and delivered to the Teacher Candidate, the Focus Form will be implemented. The Cooperating Teacher/Site Administrator and University Coach will review the Teacher Candidate's progress on the dates specified in the Focus Form.
4. If the problem or concern is not satisfactorily addressed after implementing the Focus Form, then the Teacher Candidate may be removed from Clinical Practice depending on the nature and severity of the problem or concern about the Teacher Candidate's unwillingness or inability to comply. The recommendation to remove a Teacher Candidate from the Clinical Practice placement must come from the Cooperating Teacher/Site Administrator, University Coach, or the Office of Student Placements in conjunction with leadership in the Division of Teacher Education. The recommendation is sent to the Competency Review Team, which is comprised of the University Coach, the Program Director, the Office of Student Placements, and the Department of Teacher Education Program Chair. A representative appointed by the School of Education Dean may be invited depending upon the severity of the issue.
5. The Competency Review Team will meet to discuss the problems or concerns. This meeting may occur face-to-face, by conference call, or via other technology. All data from the Cooperating Teacher, University Coach, and other parties such as observation records, lesson plans, mid-point evaluation, previous Focus Form(s), and results from the Focus Form(s) must be reviewed at this meeting. The Competency Review Team may request that the Teacher Candidate attend the meeting. Based on data provided, the Competency Review Team will make a recommendation regarding the Teacher Candidate's status in Clinical Practice. This recommendation will be submitted to the School of Education Associate Dean who will review all materials and make a recommendation to the Dean. The Dean has the final decision.

Removal from Clinical Practice

Students are expected to successfully complete their culminating clinical practice, fieldwork, and internship courses at first attempt. If a Teacher Candidate is removed from Clinical Practice, s/he will receive NC (No Credit) for that session. When Clinical Practice removal is the result of an unsuccessful Clinical Practice experience, the Teacher Candidate will not be given the option to begin a second assignment in another school that same term. If the NC is earned for the first session of Clinical Practice, then the Teacher Candidate is immediately put on academic probation and may not enroll in the second session of Clinical Practice until the first session is successfully completed. The Teacher Candidate may be permitted to repeat Clinical Practice during a subsequent term upon recommendation from the Competency Review Team. Only one attempt to repeat each Clinical Practice session is allowed. Teacher Candidates approved to repeat Clinical Practice must reapply and comply with procedures and all deadlines required by the Office of Student Placements. If the removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing

requirements in the Clinical Practice setting, the Teacher Candidate may be denied a second opportunity to repeat Clinical Practice. Please refer to the School of Education Academic Policies section of the University Catalog for policy details related to receiving NC in the second or culminating session of Clinical Practice.

Please note that at any time the Cooperating Teacher, Principal, or District may exercise the right to have the Teacher Candidate removed from the classroom setting if TK-12 student progress is being negatively impacted. In such situations, the Competency Review Team will review the case and make a recommendation. The Teacher Candidate may be required to write a formal paper describing the situation and how s/he plans to remedy the situation in a possible future placement.

The Office of Student Placements has guidelines for addressing Teacher Candidate issues that may arise during a Clinical Practice placement. Teacher Candidates must successfully complete the Clinical Practice assignment to earn Credit in Clinical Practice. Once a Teacher Candidate has been removed from the Clinical Practice placement, the Office of Student Placements will work with the Teacher Candidate and University Coach in conjunction with leadership in the Department of Teacher Education to determine all options available to the Teacher Candidate. A Teacher Candidate may be removed from a Clinical Practice placement for the following reasons:

- The Cooperating Teacher, school administration, or district personnel ask for the Teacher Candidate to be removed from the Clinical Practice placement.
- The Teacher Candidate requests to be removed from a placement with the understanding that another placement will not be available the same term, and the Teacher Candidate must reapply for Clinical Practice with the Office of Student Placements complying with deadlines and other requirements.
- Extended or frequent absences or repeated tardiness.
- Lack of preparation to teach.
- Failure to adhere to the Cooperating Teacher or University Coach's instructions.
- Failure to show adequate professional development.
- Inappropriate or unprofessional behavior, attitude, or attributes that negatively impact performance as a teacher.
- Inappropriate responses in various contexts that negatively affect performance as a teacher.
- Falsification of information or documentation.
- Failure to maintain confidentiality of all information concerning colleagues and students obtained during the educational process.
- Failure to demonstrate integrity and honesty in written and verbal communication, documentation, and coursework related to the credential program.
- Conviction of crime of moral turpitude or crime that in the opinion of the University would impair the good standing of the School of Education.
- Other due and sufficient cause.

The Teacher Candidate has the right to appeal the decision. At any time during the removal from the Clinical Practice process, if a Teacher Candidate is unable to meet the expectations, the Teacher Candidate may self-withdraw (see university calendar for specific dates related to withdrawal from coursework). Once removed from Clinical Practice placement, the Teacher Candidate will not visit or contact the school site or Cooperating Teacher without express written permission of the Program Director and/or Department Chair. If the Teacher Candidate has items to return to the site or district, such as curriculum, keys, classroom materials, etc., arrangements to do so must be made through the Office of Student Placements.

EVALUATION IN CLINICAL PRACTICE

Teaching Observations/Evaluations

The purpose of observation/evaluation is for the Teacher Candidate to become a reflective practitioner through open and caring communication between the Teacher Candidate and evaluators. Support for the Teacher Candidate involves lesson feedback that includes recommendations; however, the focus is to find her/his own solutions for improvement. The expectation is that the Teacher Candidate demonstrates satisfactory mastery of beginning teaching competencies in readiness to assume her/his own classroom.

Evaluation Process for Clinical Practice includes the following:

- Involvement of all stakeholders: Cooperating Teacher or Site Administrator/Site Mentor, University Coach and Teacher Candidate
- Observation/evaluation entails lesson observations by the University Coach of a minimum six times during each term (3 times per 8-week session). Observations are via video coaching (or in rare instances, face-to-face), as determined by OSP.
- Post-observation/evaluation conferences to discuss the lessons observed follow each observation and may be via phone, Google Hangout, or similar technology.
- Evaluation procedures include well-documented observations, evaluation reports, and feedback forms, which are essential during the Clinical Practice experience. It is important that feedback to the Teacher Candidate is documented clearly. The written reports help the Teacher Candidate understand what specific changes should be made and what behaviors to consider in targeting specific areas of growth and areas where more attention is needed. Ongoing evaluation and supportive documentation are essential during the Clinical Practice experience. The Cooperating Teacher plays a meaningful role in providing feedback as s/he has an opportunity to observe teaching first-hand every day.
- All Teacher Candidates are evaluated by their University Coach.
 - Six formative qualitative/quantitative assessments based on observations throughout the term.
 - Two summative qualitative/quantitative evaluations during the term Clinical Practice occurs, one at the end of the first eight-week period (Midpoint) and one at the end of the second eight-week period (Final).

- Cooperating Teacher/Site Administrator/Site Mentor provide feedback via the Midpoint and Final Feedback Surveys.
- Observations/evaluations align with the Teaching Performance Expectations (TPEs) and give important feedback to the Teacher Candidate.
- All Teacher Candidates receive feedback from assigned school personnel. Placed (i.e., non-contracted) Teacher Candidates are provided feedback by their Cooperating Teacher(s). Contracted (Intern and non-Intern) Teacher Candidates are evaluated by a Site Administrator/Site Mentor/designee.

Teacher Candidate Time Logs

Teacher Candidates will maintain a weekly time log to verify an accurate account of time spent in their clinical practice setting. Activities such as planning time with the cooperating teacher, delivering instruction, and professional development opportunities are all acceptable activities to log. University Coaches will review time logs weekly and will approve the logs on InPlace.

Candidate Disposition Assessment

In Clinical Practice, beyond the knowledge and skills Teacher Candidates demonstrate, it is also important to evaluate dispositions. The Department of Teacher Education focuses on the characteristics that will shape ethical, responsive, and informed Teacher Candidates. APU educates new teachers in various elements on a disposition evaluation. These traits are observable and, therefore, measurable. University Coaches complete the Disposition Assessment at the end of the first eight-week Clinical Practice session. It is important for Teacher Candidates to establish and maintain dispositions consistent with God's calling and purposes as Teacher Candidates within an evangelical Christian university. According to policy, The Dispositions section at the end of this catalog provides a detailed description of the seven critical attributes evaluated by the Department of Teacher Education. Teacher Candidates who fail to maintain the appropriate dispositions can be removed from the program.

At any time during Clinical Practice, if dispositional issues arise with a Teacher Candidate, the Dispositional Assessment may be completed, including a meeting with the Teacher Candidate to develop a remediation plan via the Focus Form. Focus Form will be reported to the Department of Teacher Education Program Chair and Program Director so continued adherence may be monitored.

Clinical Practice Credit

The determination of Credit for Clinical Practice is the responsibility of the Program Director in consultation with the University Coach and the Cooperating Teacher/Site Mentor/Administrator. The University Coach Midpoint Evaluation, Cooperating Teacher/Site Mentor/Administrator Midpoint Feedback Survey, University Coach Final Evaluation, Cooperating Teacher/Site Mentor/Administrator

Final Feedback Survey are used in determining whether Credit should be awarded to the Teacher Candidate.

The University Coach, in collaboration with the Cooperating Teacher/Site Mentor/Administrator, recommends a grade for Clinical Practice. There are instances in which a Teacher Candidate may not be progressing as expected during Clinical Practice. Recommended grades are considered by Program Directors prior to issuing an official Clinical Practice grade. Multiple factors are considered by the Program Director - including the University Coach recommendation. To recommend No Credit, a Focus Form must be on file with the Office of Student Placements prior to Week 16 of the session. Policies on retaking Clinical Practice are detailed in the DTE Teacher Candidate Handbook.

The Teacher Candidate will receive “Credit” or “No Credit” for each eight-week session, as recommended by the University Coach (with input from Cooperating Teacher/Site Administrator) and determined by the Program Director. To receive a “No Credit” recommendation from the University Coach, a Focus Form must be on file with the Office of Student Placements and the Teacher Candidate did not demonstrate sufficient progress and meet the requirements of the Focus Form. Please refer to the School of Education Academic Policies section of the University Catalog for policy details related to receiving NC in the second or culminating session of Clinical Practice. The following information provides guidance for a University Coach recommending a grade of Credit or of No Credit for Clinical Practice. The overall quality of the Teacher Candidate’s submitted work, teaching demonstrations, and dispositions during Clinical practice are the core determinants of Credit or No Credit. Satisfactory completion of key items is necessary to document progress in Clinical Practice and provide guidelines for recommendation of Credit for Clinical Practice.

For Clinical Practice Session 1, the following items document progress in Clinical Practice and are guidelines to recommend “Credit”:

- Three observations are required per 8-week session. Due to extenuating circumstances, credit for Session 1 may be given with two observations. However, if only one observation is submitted in Session 1, a NC grade will be given. Therefore, the Teacher Candidate must withdraw from clinical practice, concurrent courses, and EDUC courses and re-apply for clinical practice.
- A minimum of two Observations submitted for evaluation (depending on initial placement timing).
 - Note: A “zero” on Observation 2 or 3 will trigger an issuance of a focus form. The University Coach will connect with the Cooperating Teacher, Teacher Candidate, and Office of Student Placements to design a growth plan.
- Satisfactory Midpoint Evaluation scores with progress being seen by University Coach and Cooperating Teacher, based on Observations 1-3 Evaluations.
 - Midpoint Evaluations may include the following:
 - No “0” Scores
 - A maximum of two “1’s”

- A maximum of three ‘2’s”
- If a Focus Form was issued to the candidate, items of concern were addressed as defined.
- Teacher Candidate demonstrates appropriate dispositions.

NOTE: A Focus Form may be required stating remaining observations to total six for the term must be completed by the end of the Clinical Practice term or “No Credit” will be recommended for Clinical Practice Session 2.

For Clinical Practice Session 2, the following items document progress in Clinical Practice and are guidelines to recommend “Credit”:

- Observations completed (six total for term).
 - Three observations are required per 8-week session. If all required observations are not submitted in Session 2, a NC grade will be given. Therefore, the Teacher Candidate will need to meet with their program director to discuss next steps, including reapplying for clinical practice for the following term.
 - Note: A “zero” or a “1” on Observation 4-6 will trigger an issuance of a focus form. The University Coach will connect with the Cooperating Teacher, Teacher Candidate, and Office of Student Placements to design a growth plan.
- Satisfactory Final Evaluation scores reflecting the demonstration of basic skills for beginner teachers seen by University Coach and Cooperating Teacher.
 - Final Evaluations may include the following:
 - No “0’s” or “1’s”
 - A maximum of three “2’s”
- If a Focus Form was issued to the candidate, items of concern were addressed as defined.
- Teacher Candidate demonstrates appropriate dispositions.

Missing paperwork should not be the sole reason barring recommendation of Credit for Clinical Practice. To receive a “No Credit” recommendation from the University Coach, a Focus Form must be on file with the Office of Student Placements and the Teacher Candidate did not demonstrate sufficient progress in Clinical Practice and did not meet the requirements of the Focus Form. The Focus Form could document at least one of the following situations (or others as discussed with Office of Student Placements and Program Director):

- The Teacher Candidate had no contact with the University Coach, despite multiple attempts by the University Coach to arrange observations (including emailing personal/school email addresses, phone calls, contacting the Cooperating Teacher/Site Mentor/Administrator).
- The Teacher Candidate was defiant toward recommendations made by University Coach and/or Cooperating Teacher.
- Second term Observations or Final Evaluation include zero’s or one’s.
- The Teacher Candidate has not completed action items per the Focus Form.
- Serious concerns regarding the teacher candidate’s dispositions.

DISPOSITIONS

Dispositions are defined as professional attitudes, values, and beliefs demonstrated through verbal and non-verbal behaviors demonstrated by the educator through interactions with students, families, colleagues, and communities. These behaviors support student learning and development. The Department of Teacher Education employs a developmental approach towards professional dispositions that provides both maximized support for our teacher candidates and ethical gatekeeping for the profession. This is accomplished through a series of activities and interactions that occur at specific points in a candidate's progress through the credential program. The dispositions that emerged from research, input from local TK-12 school district constituents, and collaboration with Department of Teacher Education colleagues at APU are arranged along seven attributes shown to correlate to expectations or observable behaviors exhibited by effective, productive teachers and are thus desired characteristics for candidates working to achieve teaching credentials allowing them to become the next generation of successful educators.

The seven critical attributes evaluated by the Department of Teacher Education are: Sensitivity to Cultural & Individual Differences, Personal & Professional Maturity, Responsiveness to the Expectations & Standards of the Professional Community, Respectful Communication with the Professional Community, Effective Time Management, Instructional Design, Evidences Skills and Understanding of Social and Emotional Learning Strategies. These attributes are aligned with the Teaching Performance Expectations (TPEs) from the State of California; nationally recognized social-emotional learning and culturally-responsive teaching attributes, as well as input from teaching professionals at the university and public educational settings. The exemplars are provided in Appendix A for clarification purposes only and are used by faculty in assessments. Please note: Some attributes and expectations have greater significance and impact during particular parts of a teacher candidate's program.

Dispositions will be formally assessed three times during each teacher candidate's program - during TESP 501, TEP 512/SPED 518, and at least once during clinical practice. Faculty may choose to assess dispositions at additional times as needed; however, only the three formal scores will be collected for program improvement uses. Any dispositional area that receives a rubric score less than "2" at any of the dispositional evaluation points will require a written explanation of issues or challenges. Additionally, if remediation is indicated or has been previously attempted through the use of the DTE Disposition Remediation Form, faculty are required to make a notation of this in the comments.

Dispositions are assessed at least three times during a candidate's credential program. If a dispositional concern arises outside of the three times that dispositions are assessed, a member of the faculty or staff may submit a dispositional assessment.

POLICY STATEMENTS

Policy Regarding Withdrawal or Removal from Clinical Practice

Teacher Candidates may withdraw from Clinical Practice courses with the consent of the Office of Student Placements, University Coach, Department of Teacher Education Program Chair and the Program Director by filing an Enrollment Activity Form with requisite signatures. See the University Calendar for specific dates related to withdrawal from coursework. Teacher Candidates who withdraw from Clinical Practice after the placement has commenced will not be eligible for a second Clinical Practice placement within that term and the Teacher Candidate must reapply for Clinical Practice with the Office of Student Placements complying with deadlines and other requirements to participate in Clinical Practice in any subsequent term. Furthermore, a request to repeat Clinical Practice in another school setting may be granted only at the discretion and consent of the Department Chair, Program Director, and Office of Student Placements. The decision will be based on the reasons for the withdrawal from the original Clinical Practice placement and the timing and availability of alternative Clinical Practice placements.

If a Teacher Candidate is removed from Clinical Practice, s/he will receive NC (No Credit) for that session. When Clinical Practice removal is the result of an unsuccessful Clinical Practice experience, the Teacher Candidate will not be given the option to begin a second assignment in another school that same term. If the NC is earned for the first session of Clinical Practice, then the Teacher Candidate is immediately put on academic probation and may not enroll in the second session of Clinical Practice until the first session is successfully completed. The Teacher Candidate may be permitted to repeat Clinical Practice during a subsequent term upon recommendation from the Competency Review Team. Only one attempt to repeat each Clinical Practice session is allowed. On rare occasions, students with unsuccessful first attempts will be eligible to petition to the appropriate academic department to repeat the course. Teacher Candidates approved to repeat Clinical Practice must reapply and comply with procedures, including filing a School of Education Academic General Petition for consideration in retaking Clinical Practice, and all deadlines required by the Office of Student Placements. If the removal is the result of unethical conduct, criminal activity, or extreme incompetence in performing requirements in the Clinical Practice setting, the Teacher Candidate may be denied a second opportunity to repeat Clinical Practice. Please refer to the School of Education Academic Policies section of the University Catalog for policy details related to receiving NC in the second or culminating session of Clinical Practice.

Policy on School Calendars and Teaching Dates

Teacher Candidates will adhere to the school district's calendar during the Clinical Practice term as well as the hours of the school day. Teacher Candidates may not leave early for personal commitments, including work or coaching responsibilities.

Policy Regarding School Placements

Teacher Candidates will be placed in California public schools in appropriate classroom settings for the teacher candidate's specialization area: Multiple Subject, Single Subject (in content area), Mild to Moderate Support Needs (MMSN), or Extensive Support Needs (ESN). Specific school requests are not guaranteed. Teacher Candidates may identify districts of preference. However, the Office of

Student Placements cannot guarantee placement in the Teacher Candidate's district(s) of preference. All placements are done in concert with the school district's facilitator of placements and the Office of Student Placements. Teacher Candidates will submit districts of preference at the time of their Clinical Practice application. However, teacher candidates are not allowed to secure a student teaching placement for themselves. Candidates who attempt to place themselves may lose a placement.

While location is a consideration, the primary concern is to arrange placements that provide Teacher Candidates the opportunity to develop professionally. Teacher Candidates have a right to refuse a Clinical Practice placement. If a Teacher Candidate refuses a placement, the Office of Student Placements will make a good faith effort to find an alternate placement once all other placements have been secured. The Office of Student Placements is under no obligation to find another placement the same term. Teacher Candidates who refuse a placement may need to reapply for Clinical Practice the following term.

After the term has begun, teacher candidates are expected to remain in the arranged placement for the entire duration of the term. Should a teacher candidate choose to exit early from the arranged placement, the Office of Student Placements will not secure a new placement during the existing term. Teacher candidates will need to drop, withdraw, or receive a no-credit, depending on the timing of the early exit during the term. The Teacher Candidate will need to then meet with the Program Director to discuss the early exit before they can re-apply for the next term.

Policy for Clinical Practice Eligibility – Incompletes and Low Grades

Low Grades

The grade earned in a Credential Program course, or any course required for a Master's Degree in the Department of Teacher Education, must be a B- or better. Transcripts are reviewed at the conclusion of the term before Clinical Practice. If a grade of C+ or lower is posted, the Office of Student Placements will cancel the placement. The Teacher Candidate will then need to re-apply for Clinical Practice, meeting the OSP deadlines for application and clearance, when a satisfactory grade is earned in this course.

For additional information, please refer to the Clinical Practice Clearance Requirements in Catalog.

Incomplete Grades

Any Incompletes posted prior to the term of Clinical Practice must be completed with a grade of B- or greater posted four weeks before the first day of Clinical Practice. Failure to do so will result in cancellation of the placement by the Office of Student Placements and the Teacher Candidate will need to re-apply for Clinical Practice the subsequent term, meeting the OSP deadlines for application and clearance.

If a Teacher Candidate applies but does not meet the requirements for Clinical Practice clearance, s/he must drop the Clinical Practice and concurrent and Masters courses for the term by the add/drop deadline following APU's academic calendar schedule.

Policy on Attendance

Teacher Candidates are required to participate in Clinical Practice Orientation by reviewing the module and submitting the accompanying Clinical Practice Orientation Exit Ticket prior to the start of their Clinical Practice placement. Teacher Candidates are required to maintain excellent attendance at their assigned placements. When a Teacher Candidate is absent for more than two days, the Office of Student Placement, in consultation with the Department of Teacher Education Chair, Program Director, University Coach and Cooperating Teacher will decide the best course of action, including plans to delay Clinical Practice or extend the Clinical Practice period. Personal days will not be excused. Absences are excused only for extraordinary circumstances, such as death in the family or serious illness. Weddings, holiday trips, doctor appointments, family functions, or job interviews are not considered excusable absences.

Jury Duty is considered an inexcusable absence, as the number of days missing is indeterminable. If summoned for jury duty during clinical practice, make plans to reschedule the time.

Policy on the Use of Teacher Candidates as Substitutes

If the school district allows, the Teacher Candidate may serve up to 5 days as a substitute teacher for their Cooperating Teacher during the 16-week placement. The Teacher Candidate may not serve as a substitute teacher for a teacher other than their Cooperating Teacher during the 16- week placement. Half-day substitutions constitute a full day.

Policy Related to COVID Vaccinations

Azusa Pacific University has made the determination not to require COVID-19 vaccinations at this time, but instead to strongly encourage all employees and students to be fully vaccinated as soon as possible, if they are medically able to do so in consultation with their medical professional. The programs within the School of Education that lead to an educator credential require clinical experiences at TK-12 district and school sites. Most TK-12 district and school sites with whom APU partners require individuals to be fully COVID-19 vaccinated before being allowed onsite. Accordingly, a student's inability to establish full COVID-19 vaccination is likely to prevent the student from being allowed to participate in clinical experiences required to progress through and complete their educator credential program. Updated information and expectations related to COVID will be provided by APU leadership and/or the Office of Student Placements as the need arises.

CalTPA - TEACHING PERFORMANCE ASSESSMENT (TC, UC, CT/SA)

CalLPA - LITERACY PERFORMANCE ASSESSMENT (TC, UC, CT/SA)

Completion of the CalTPA (Single Subject, Multiple Subject and Educational Specialists) and CalLPA (Multiple Subject and Educational Specialists) is required for all Teacher Candidates . All members of

the Clinical Practice Team will have some involvement in its completion. APU Teacher Candidates prepare and submit their CalTPA/CalLPA performance assessment during Clinical Practice. All Teacher Candidates will complete Instructional Cycle 1: Learning About Students and Planning Instruction during the first session of Clinical Practice. During the second session of clinical practice, Single Subject Teacher Candidates will complete Instructional Cycle 2: Assessment-Driven Instruction.. Multiple Subject and all Education Specialist Teacher Candidates will complete the CalLPA - California Literacy Performance Assessment, measuring their teacher candidates ability to deliver literacy instruction to their classroom. The CalTPA Coordinator will provide instructions directly to the Teacher Candidates. The CalTPA Instructional Cycles are to be uploaded per CTC directions for Pearson scoring. Detailed instructions are available from the CalTPA Coordinator. For questions regarding the CalTPA or CalLPA, Teacher Candidates are to contact the CalTPA Coordinator.

APU Teacher Candidates may share ideas and processes with peers (i.e., other Teacher Candidates). University Coaches and Cooperating Teachers/Site Mentor/Administrator have basic knowledge of the CalTPA but are not to be expected to directly support Teacher Candidates with their CalTPA, including review of videos for submission. Cooperating Teachers/Site Mentor/Administrator may support Teacher Candidates in acquiring written permission for videotaping.

NOTE: If a candidate does not submit the CalTPA during Clinical Practice and/or requires remediation because s/he did not pass the CalTPA and requires access to a TK-12 classroom (i.e., Extended Student Teaching placement), the Teacher Candidate may need to enroll in an additional 1-unit course (TEP 590 for MULT or SING; SPED 500 for SPED MMSN or SPED ESN) the following term to complete CalTPA requirements. Alternatively, the Teacher Candidate may find her/his own classroom that meets CalTPA requirements and has a current MOU with APU.

Permission to Video for CalTPA

Appropriate written permission must be obtained through the school district for each individual, whether student or adult, who will appear in the video, and Teacher Candidates are responsible for obtaining the written permission. Districts/schools may have in place a “media permission form” that would cover the video requirement, and, with the assistance of the Cooperating Teacher/Site Administrator, Teacher Candidates can determine if this is the case. If there is no district/school permission slip already in place, the Teacher Candidate is responsible for providing the APU Video Permission Form to all parties and obtaining the signed and dated Permission Forms PRIOR to videotaping. Teacher Candidates do not submit the individual permission forms to the university but are to maintain copies of the forms, if collected separately from district/school forms.

Description of CalTPA Instructional Cycles and policies on completing, passing, and remediating the CalTPA are included in the DTE Candidate Handbook and on the OSP website. Also, the Office of Student Placements (soeplacement@apu.edu) has prepared a CalTPA training module to support

University Coaches and Cooperating Teachers/Site Administrators/Site Mentors on CalTPA basics. The training module is available through the OSP website.

NOTE: Teacher Candidates may use lessons for both CalTPA and Observations. However, it is important to note that CalTPA and Observations are assessed differently and have different expectations. Coaches are not permitted to provide direct feedback on CalTPA. CalTPA questions are to be directed to the CalTPA Coordinator.

GENERAL TEACHER CANDIDATE (TC) GUIDANCE FOR CLINICAL PRACTICE

This section contains guidance specifically for Teacher Candidates to support the Clinical Practice experience. General guidance for all Teacher Candidates (i.e., Multiple Subject, Single Subject, and Education Specialist) precedes sections with specific guidance for each individual credential group. The beginning focus is on non-contracted student teachers, since contracted (Intern and non-Intern) Teacher Candidates are the teacher-of-record for the classroom and do not have a phase-in period for Clinical Practice. However, the remaining information in this section provides a foundation to building a successful classroom that promotes student learning. In addition, sections on preparing for the University Coach observation and CalTPA are vital to the Clinical Practice experience. Therefore, all Teacher Candidates (contracted or non-contracted) are expected to review this section.

Student Teacher (i.e., non-contracted Teacher Candidate) Introductory Phase

The introductory phase of Clinical Practice involves observation and teacher assistant activities. This phase will last for a period of time commensurate with the Teacher Candidate's readiness to assume teaching responsibilities. The Cooperating Teacher will add teaching periods to the schedule as competence and confidence grow. Specific take-over plans are included in the credential specific sections.

Observation of the Cooperating Teacher in action during the introductory phase is an invaluable learning experience. Through observation, the Teacher Candidate can learn many strategies that will smooth her/his transition and increase performance efficiency. Errors committed by the beginning teacher could easily be avoided if careful study is made of the Cooperating Teacher's classroom procedures.

Observation periods by the Teacher Candidate throughout the Clinical Practice assignment are helpful to reflect on and self-evaluate performance. During periods of observation, the Teacher Candidate should consider the following:

- How does the teacher develop rapport with students?
- How are class standards and expectations developed and maintained?
- How is discipline maintained and special cases handled?
- How do students have opportunities to share in planning and leadership?

- How does the teacher communicate the purposes of the lesson?
- What motivating techniques and instructional materials are used?
- How does the teacher use questions and involve students?

The following activities are suggested during the introductory phase:

- Participate in team planning and organization.
- Assist in media-resource centers and arrange displays for teaching purposes.
- Assume tutorial assignments.
- Teach mini-lessons.
- Observe and discuss different teaching techniques with professional personnel.
- Use community resources, such as field trips and resource people.
- Participate in student government and co-curricular activities.
- Attend faculty, department, and/or Board of Education meetings.
- Prepare teaching materials and administer and correct assessments.

Student Teacher Observation Lenses

When observing the Cooperating Teacher, think about the prompts below. Use them to gain a deeper understanding of each facet of effective teaching observed. By wearing a different lens each time, the Teacher Candidate will gain “a more comprehensive and detailed understanding of teaching and learning.” (Borich, 2008, p. 15)

Classroom Routine – Details are important!

- Starting procedures:
 - What does the teacher do as students arrive in the classroom?
 - Does she/he have instructions on the board or activities for engagement?
 - How are class attendance, lunch count, etc. conducted?
 - How does she/he move into the first lesson?
- Distribution of materials:
 - Are instructional materials ready for use?
 - What are student responsibilities regarding materials?
- Restroom procedures:
 - May students move freely to the restroom?
 - Are passes available to use under certain guidelines?
 - Must the teacher give permission before a student may be excused?
- Lunch procedures:
 - How are students dismissed at the end of each period, for lunch, for special circumstances, etc.?
 - How are elementary students given lunch tickets, taken to the cafeteria and picked up, etc.?
- Other “housekeeping tasks”:
 - How are students guided in the upkeep of the room and learning materials?

- How are students selected, instructed, and held accountable for duties?

Record Keeping

- Attendance:
 - Are there any special codes used by the teacher?
 - Does s/he allow students to assist?
- Grading (Watch carefully how the teacher grades papers – accuracy is a must!):
 - Does the teacher use different types of evaluation symbols? (e.g., 100%, ✓+).
 - How is the grade book set up? (Tests in red ink, computer program, etc.).
 - How does s/he deal with participation grades?
- Referrals:
 - How are disciplinary actions and follow-up procedures handled?
 - How are other referrals (e.g., speech, counselor) handled?

Classroom Management (influenced by school and individual teacher policies).

- Discipline plan:
 - What are the rules?
 - How were they chosen?
 - How are they enforced? (Praise, consequences).
- Tardy policy:
 - How is the policy enforced?
 - What does the teacher/school feel are acceptable excuses for tardiness?
- Seating arrangement:
 - How does the teacher determine seating? (Alphabetical, discipline). Is there any flexibility? (Can they move at different times, or do they need to stay in their seat for the entire period?)
- Grouping:
 - Are students grouped for projects, reading, etc.?
 - How does the teacher determine this grouping?

Teaching Procedures - Look for a sequence of events that allows the students to achieve objectives.

- Lesson:
 - Introduction and teaching:
 - How is the purpose of the lesson set?
 - How does the teacher motivate students' interest?
 - How does the teacher develop academic language?
 - How does the teacher develop critical thinking in students?
 - How does the teacher relate lesson content to the students' prior knowledge?
 - What type of questioning is used to determine student understanding?
- Student activities:
 - How are students monitored for degree of understanding?

- How does the teacher produce a smooth transition from teaching procedures to student practice?
- How are students kept on task?
- Enrichment/Re-teach activities:
 - What creative opportunities are provided to extend the understanding of those who successfully complete the lesson?
 - What modifications and re-teach opportunities are provided for those who have not mastered the objective?
- Closure:
 - How does the teacher involve the students in a brief review of the lesson objective?
- Evaluation:
 - How does the teacher evaluate whether the lesson's goals were achieved?
 - How does the teacher readjust the lesson if needed?
- Homework/Make-up work/Late work/Tutorials:
 - How does the teacher grade homework?
 - What is the policy for late work?
 - What is the policy for students who have been absent?
 - What is the policy for helping students before, during, or after school?
- Transition techniques/Fillers:
 - What special devices or techniques does the teacher use to connect the subjects and move into the next learning activity?
 - If the teacher has extra time, how does s/he keep students involved, motivated, and on task?
- Student/Teacher Interaction and Management Techniques
 - How are students recognized during classroom discussion? How do students gain the teacher's attention? (e.g., raising hand, coming to teacher's desk, signals).
 - How does the teacher bring all students into the learning environment or keep them on task?
 - How does the teacher provide social and emotional support to students in the learning environment?
 - How does the teacher redirect off-task behaviors?
 - What nonverbal signals are used?
 - How are appropriate behaviors reinforced?
 - How are students moved from whole group to small group and vice-versa?
 - How is the classroom discipline plan implemented?
- Parent/Guardian and Teacher Interaction
 - How does the teacher communicate expectations to parents/guardians?
 - How does the teacher handle problems or communicate praise to parents/guardians (how often, in what manner)?

University Coach Observations

Preparing for the University Coach's Observation

The University Coach will be observing Teacher Candidates regularly via video coaching throughout the term to provide Teacher Candidates with invaluable formative feedback to support their growth and development as an educator. Prior to the first observation, the video coaching platform (PlayPosit) must be accessed and practiced.. Teacher Candidates will have access to the platform for the entirety of the term. The OSP Website contains information regarding PlayPosit Teacher Candidates are responsible for completing the PlayPosit training and the Classroom 360 Video Tour assignment in their CPLT Canvas Shells.

The Office of Student Placements requires University Coaches to observe at least once every 12 to 13 instructional days. Teacher Candidates must complete at least three observations during the first eight-week session and at least three observations during the second eight-week session. University Coaches have the right to ask for additional video lesson captures as they deem appropriate or necessary.

Teacher Candidates: To help prepare for lesson observations, please prepare the following:

- Email lesson plan to your University Coach and include it in the Clinical Practice Learning Team (CPLT) Canvas course and ensure all materials are clearly labeled prior to uploading the videotaped lesson.
- Provide a written reflection of the lesson to the University Coach no later than 8:00 pm of the day of the observation. A formal write-up of the observation will be provided to Teacher Candidates within a week of observation submission.

Clinical Practice Observations

Regular observations provide the Teacher Candidate with important feedback to support her/his growth. The University Coach will conduct video coaching observations that require the Teacher Candidate to videotape a lesson in the video capture platform (PlayPosit) and upload it into the University Coach-Teacher Candidate Huddle for reflection, discussion, and evaluation. By using video coaching, the Teacher Candidate will have the opportunity to view her/himself, respond reflectively, and receive University Coach feedback. Additional video capture may be performed as determined by the Teacher Candidate and University Coach for further feedback. The University Coach conducts a formal observation at least once every 12 to 13 instructional days. During this time, the University Coach provides feedback in the video coaching platform, completes the Observation Report, and makes recommendations for the next observation. The Teacher Candidate, Cooperating Teacher and the University Coach may review the Observation Report to gain valuable insights and areas for continued growth.

Clinical Practice Takeover Plan for Non-Contracted Teacher Candidates

Teacher Candidates are still learning to teach and will need encouragement, reassurance, comfort, guidance, instruction in specific skills, and insight into complex causes of behavior. Therefore, we encourage the Cooperating Teacher and Teacher Candidate to create a “Takeover Plan.” This plan will provide the Teacher Candidate with clear expectations and the time needed to prepare. We encourage Teacher Candidates to use the first two weeks of their placement to develop their relationships with students and the Cooperating Teacher. They should also become familiar with the district’s curriculum and grade-level outcomes. This is also an excellent time to have the Teacher Candidate observe other teachers at the school site and to assist the Cooperating Teacher with routine tasks.

The takeover of the classroom responsibilities should be gradual. The return of the teaching load to the Cooperating Teacher should also be a gradual process with the Cooperating Teacher slowly assuming the teaching of the class. Please see credential specific sections for sample Takeover Plans.

Establishing Communication

A critical component of a successful Clinical Practice experience is open communication. Although there may be periods during the day to discuss situations, Teacher Candidates should plan with the Cooperating Teacher to have a regularly scheduled weekly conference. This “sacred” meeting time should be dedicated to planning for the week, discussing student concerns or insights, and to reflect on performance. It may be helpful to create a meeting agenda in order to use the time efficiently. Some Cooperating Teachers and Teacher Candidates have found it helpful to keep a communication journal. This journal can be used to provide lesson feedback to the Teacher Candidate as well as an ongoing dialogue between the Teacher Candidate and the Cooperating Teacher.

In order to create the foundation for future communications and work together, the University Coach will make contact with the Teacher Candidate and the Cooperating Teacher. This usually occurs before the first observation. This informal introduction (i.e., Initial Triad Meeting) provides an invaluable opportunity to convey expectations, answer questions, and exchange information regarding future communication.

Activities Outside of School

Preparation for teaching continues before and after the school day. The Clinical Practice experience may require time before and after school in order for a Teacher Candidate to be prepared for her/his future career. The Teacher Candidate needs to consider the impact of activities conducted outside the school day on the Clinical Practice experience. If the Clinical Practice experience is being limited because of engagement in outside activities, a Focus Form to address the lack of desired performance in Clinical Practice may be initiated.

Responsibilities of the Teacher Candidate as a Professional

It is understood that the Teacher Candidate is in a professional position as a member of the school community. The Teacher Candidate should remember the nature of her/his position in all situations and act accordingly.

The Teacher Candidate must:

- Conduct himself/herself in a professional manner.
- Be appropriately dressed and well-groomed at all times.
- Become informed about the University's Clinical Practice policies, the general policies of the school site and district where placed, and adhere to these policies.
- Regard as confidential any information s/he receives about pupils in the school.
- Show respect for each pupil and take into consideration individual ability by being sympathetic and courteous to all pupils. He/she should inform himself/herself about individual differences that exist within the class group.
- Be fair and impartial in her/his dealing with pupils.
- Be appreciative of criticism, seek suggestions, and put them into practice.
- Develop lesson plans on a regular and timely basis. The form of these plans should be discussed with the Cooperating Teacher and University Coach. Both daily and unit plans are necessary. It is mandated that lesson plans will be turned in two days in advance to allow the Cooperating Teacher an opportunity to provide feedback.

Suggestions for Success in Clinical Practice

Clinical Practice is an important part of a Teacher Candidate's educational preparation. Therefore, it is recommended that Teacher Candidates be mindful of the following suggestions:

- Be tactful:
 - Remember, Teacher Candidates are teachers. With this assignment, the Teacher Candidates are expected to demonstrate professionalism, responsibility, and collegiality in working with pupils and other staff members.
 - A non-contracted Teacher Candidate is a guest of the school and the district. They should not try to change the way things are done at the school. Accept them and learn as much as possible by observing, asking meaningful questions, and continuing to reflect.
- Be punctual:
 - Complete all assignments and obligations on time. Teacher Candidates should check with the Cooperating Teacher about the time expected at school in the morning. It is good practice to be at least 15 minutes early.
- Be involved:
 - Student teaching is a full day's responsibility. Show interest and enthusiasm by remaining after school when appropriate to prepare plans for the next day's activities or, possibly, work with clubs or other students.

- Be involved in the culture of the school by assisting in co-curricular and extracurricular activities.
- Be responsible:
 - In case of an absence, notify, in advance, Cooperating Teacher, University Coach, and the school office. Cooperating Teacher must have copies of the lesson plans so that learning is not interrupted for the students on the day of the absence.
 - Absence should be only for serious reasons such as a death in the family or serious illness. The Office of Student Placements may delay or extend the Clinical Practice experience if absences exceed two days for any reason.
 - Do not be afraid to ask the Cooperating Teacher for assistance. Teacher Candidates are developing their skills as a teacher when they accept suggestions or ask for help.
 - Do specific and detailed planning to meet individual pupils' needs. This will show a sense of responsibility in meeting the needs of students. At the same time, this gives confidence to do an effective job of teaching.

When the Teacher Candidate completes Clinical Practice, it is appropriate to send a letter of appreciation to the Cooperating Teacher, Site Mentor/Administrator, and any other individual who has given special assistance. Promptly return all books and other materials that have been loaned.

Contracted Teacher Candidates (Interns and non-Interns)

In addition to the above procedures, remember that:

- Contracted Teacher Candidate (Intern and non-Intern) is a paid employee of the district.
- Follow all guidelines and policies of the district and school.
- Participate as a full employee in teaching and other activities.
- Responsibilities are many. Manage them carefully and ask for support and guidance.

CREDENTIAL SPECIFIC: MULTIPLE AND SINGLE SUBJECT (TC, UC, CT/SA)

This section pertains to Multiple and Single Subject Teacher Candidates and their University Coach and Cooperating Teacher/Site Mentor/Administrator, only. Assignments, Artifact Collection, and suggested scaffolding for classroom responsibilities specific to Multiple Subject or Single Subject Teacher Candidates are detailed. The following section contains similar information for SPED Teacher Candidates. Additional information is included in the OSP Website and Clinical Practice syllabus contained on the OSP Website.

The Clinical Practice experience is commonly considered to be the single most important aspect of a teacher preparation program. Obviously, the person who has the most to gain from the Clinical Practice experience is the Teacher Candidate, and since s/he stands to profit the most, s/he must contribute the most.

If s/he is in a "placed" assignment (i.e., non-contracted Teacher Candidate, "student teacher"), s/he is responsible to the Cooperating Teacher. Clinical Practice is not only a very important part of how to teach, but also important because the Teacher Candidate's performance in Clinical Practice is the first indication of potential performance as a teacher to prospective employers. In addition to being observed by the Cooperating Teacher, s/he will also be observed by the University Coach.

If the "Clinical Practice assignment" is being completed under "contract" (or on an internship), then s/he is an employee of the school district and must follow all procedures set forth by the school (in addition to the obligation to comply with all APU policies). In addition to being evaluated by the school Site Administrator, they will also be observed regularly by a University Coach who can be a rich source of reflection, resources, and moral support for them wherever they are in the teaching continuum. Furthermore, a school-site colleague/mentor often supports intern credential Teacher Candidates during their Clinical Practice experience. This additional support professional could be a department chair or experienced teacher within the school.

The CTC emphasizes that candidates are to experience in-person teaching during clinical practice. Guidance from CTC addresses online schools, independent study programs, and home schools. While not specifically prohibited by CTC, APU's Department of Teacher Education (DTE) has determined that these settings do not provide the "diverse experiences that a teacher in a more traditional classroom may encounter". Concern is that the CalTPA and demonstration of TPEs (via our Clinical Practice Observation Rubric) may be "impossible to achieve" in these non-traditional settings. APU's DTE is not able to justify a non-traditional setting to the CTC, indicating how the CalTPA and TPEs will be addressed. Therefore, APU's DTE has determined that online schools, independent study programs, and home schools are not appropriate settings for clinical practice. As a Teacher Candidate enters into the world of the teaching profession, it is important to capture all of the available expertise and incorporate new knowledge into pedagogical repertoire.

To maximize learning and growth and enjoy a truly successful Clinical Practice experience, the Teacher Candidate as either a non-contract/"placed" Teacher Candidate or contract Teacher Candidate/Intern, should:

1. Become familiar with the rules, regulations, policies, curriculum, and facilities of the school to which they are assigned, or the district by which they are employed.
2. Most importantly, provide genuine expressions of appreciation to Cooperating Teachers/Site Mentor/Administrator and University Coach for the help being given. These are relationships that may possibly last long into a professional teaching career.

Assignments

Official documentation of Clinical Practice occurs in the CPLT Canvas Course. It is recommended that the Teacher Candidate print out or add assignments to a calendar. The University Coach may remind a Teacher Candidate of the due dates, but it is the Teacher Candidate's responsibility to complete assignments in a timely manner as one of the criteria to earn Credit for Clinical Practice. All

Artifact Collection assignment specifics are detailed in the CPLT Canvas Course and on the OSP website.

Artifact Collection Requirements

This Artifact Collection should follow the requirements below; however, it may include other items that showcase what has been accomplished and learned in Clinical Practice. Please refer to the OSP Website and the Clinical Practice Syllabus for more details.

Artifact Collection requirements include:

School Information:

- Contact information: school address, phone, website, etc.
- Personnel: Principal, Grade-level Leader/Department Head, Cooperating Teacher, etc.
- Info and Demographics Form and/or School Accountability Report Card (SARC).
- School newsletter(s) to parent/guardian/community during your placement.
- Other school site or district information.

Classroom Management & Organization:

- Rules/discipline plan.
- Routines & procedures.
- Seating chart – (no student names, keep current copies uploaded).

Home-School Communication (Please collect examples of the following from your Cooperating Teacher. Do not communicate with parents/guardians without the expressed consent of your Cooperating Teacher.) At least one example:

- Classroom newsletter/announcements.
- Back to School Night/Open House announcements.
- Progress reports (academic and behavior).
- Other evidence of home-school communication.

Schedule & Calendars:

- School and/or district calendar.
- Daily and weekly classroom schedule: bell schedule(s) with class content/period.

Lesson Plans:

- 6 lesson plans, one for each observation.

Observation Reports (from University Coach):

- 6 observation reports.

Reflections:

- Select at least two journal entries that show evidence of reflective practice from the beginning of the Clinical Practice journey.
- Select at least two journal entries that show growth and reflective practice towards the end of Clinical Practice.

OR

- Per the University Coach requirements (minimum of four): reflections from each observation, etc.

Final Individual Development Plan (IDP)

- Complete and signed

Focus Form(s) (if completed)

Due Dates

Clinical Practice assignments must be completed and submitted to the University Coach by the end of the 16th week. Teacher Candidates whose work is not completed and turned in by the last day of the term (i.e., the Friday at the end of Fall 2 or Spring 2) will not be cleared for their credential or degree. In this event, the Teacher Candidate must discuss the situation with the Program Director and the Office of Student Placements, as the University Coach is no longer responsible to track progress.

NOTE: Three observations are required per 8-week session. Due to extenuating circumstances, credit for Session 1 may be given with two observations. However, if only one observation is submitted in Session 1, a NC grade will be given. Therefore, the Teacher Candidate must withdraw from clinical practice, concurrent courses, and EDUC courses and re-apply for clinical practice.

Clinical Practice Takeover Planning Guidance: Multiple Subject

The guide provided in Appendix B may assist the non-contracted Teacher Candidate and Cooperating Teacher in planning weekly teaching responsibilities and preparation needed for the upcoming week. This is a guide only. The classroom takeover timeline depends on the readiness of each Teacher Candidate. If there are questions or concerns, please contact the Office of Student Placements or the University Coach.

Note: The Cooperating Teacher may approve all lesson plans at least two days prior to their implementation. For additional information, A Step-by-Step Plan is available in Appendix D.

Clinical Practice Takeover Planning Guidance: Single Subject

The guide provided in Appendix C may assist the non-contracted Teacher Candidate in planning weekly teaching responsibilities and preparation needed for the upcoming week. This is a guide only. Classroom takeover timeline depends on the readiness of each Teacher Candidate. If there are questions or concerns, please contact the Office of Student Placements or the University Coach.

Note: The Cooperating Teacher must approve all lesson plans at least two days prior to their implementation. For additional information, A Step-by-Step Plan is available.

CREDENTIAL SPECIFIC: SPECIAL EDUCATION (TC, UC, CT/SA)

This section pertains to Educational Specialist Teacher Candidates and their University Coach and Cooperating Teacher/Site Mentor/Administrator, only. Assignments, Artifact collection, and suggested scaffolding for classroom responsibilities specific to SPED Teacher Candidates are detailed. The previous section contains similar information for Multiple and Single Subject Teacher Candidates. Additional information is included in the OSP Website and your Clinical Practice syllabus contained on the OSP Website.

The Clinical Practice experience is commonly considered to be the single most important aspect of a teacher preparation program. Obviously, the person who has the most to gain from the Clinical Practice experience is the Teacher Candidate, and since they stand to profit the most, they must contribute the most. If they are in a "placed" assignment (i.e., non-contracted Teacher Candidate, "student teacher"), they are responsible to their Cooperating Teacher. Clinical Practice is not only a very important part of how to teach, it is also important because performance in Clinical Practice is the first indication of potential performance as a teacher to prospective employers. In addition to being observed by the Cooperating Teacher, they will also be observed by their University Coach.

If the "Clinical Practice assignment" is being completed under "contract" (or on an internship), then the Teacher Candidate is an employee of the school district and must follow all procedures set forth by the school (in addition to their obligation to comply with all APU policies). In addition to being evaluated by the school Site Mentor/Administrator, they will also be observed regularly by a University Coach who can be a rich source of reflection, resources, and moral support when they are in the teaching continuum. Furthermore, a school-site colleague/mentor often supports Intern Credentialed Teacher Candidates during their Clinical Practice experience. This additional support professional could be a department chair or experienced teacher within the school. As the Teacher Candidate enters into the world of the teaching profession, it is important to capture all of the available expertise and incorporate new knowledge into pedagogical repertoire.

The CTC emphasizes that candidates are to experience in-person teaching during clinical practice. Guidance from CTC addresses online schools, independent study programs, and home schools. While not specifically prohibited by CTC, APU Department of Teacher Education (DTE) has determined that these settings do not provide the "diverse experiences that a teacher in a more traditional classroom may encounter". Concern is that the CalTPA and demonstration of TPEs (via our Clinical Practice Observation Rubric) may be "impossible to achieve" in these non-traditional settings. APU DTE is not able to justify a non-traditional setting to the CTC, indicating how the CalTPA and TPEs will be addressed. Therefore, APU DTE has determined online schools, independent study programs, and home schools are not appropriate settings for clinical practice.

To maximize learning and growth and enjoy a truly successful Clinical Practice experience, as either a “placed” or contracted Teacher Candidate/Intern, the Teacher Candidate should:

1. Become familiar with the rules, regulations, policies, curriculum, and facilities of the school to which assigned, or the district by which employed.
2. Maintain a Clinical Practice notebook, including weekly reflective journaling of at least one page per week.

Providing a reflective journal will give the University Coach the ability to understand the issues and successes experienced in the days in-between observations. Additionally, the University Coach will be able to provide comments back in relation to the journal within the student teaching observation form or directly into the reflection journal. This journal is a communication device between the Teacher Candidate and the University Coach; it does not need to be shared with anyone else, including the Cooperating Teacher/Site Administrator. We hope that it will be used for self-reflection, as well as for recording events of the week (and this becomes a portion of the Artifacts that must be submitted to the University Coach). Most importantly, provide genuine expressions of appreciation to Cooperating Teachers/Site Administrators/Site Mentors and University Coach for the help being given. These are relationships that may possibly last long into a professional teaching career.

Assignments

Official documentation of Clinical Practice occurs in the CPLT Canvas Course. The Clinical Practice Syllabus contains the most up-to-date information. Please refer to the syllabus and the OSP Website and use the following as a guide. It is recommended that the Teacher Candidate, print out or add assignments to their calendar. The University Coach may remind them of the due dates, but it is their responsibility to complete assignments in a timely manner to earn Credit for Clinical Practice.

Artifact Collection Requirements

Artifact Collection should follow the requirements below; however, it may include other items that showcase what has been accomplished and learned in Clinical Practice. Please refer to the OSP Website and the Clinical Practice Syllabus for more details.

School Information:

- Contact information.
- Personnel.
- Demographics.
- School Accountability Report Card (SARC).
- School and/or district calendar.
- School newsletter(s) to parent/guardian/community during placement.
- Classroom Management Plan.
- Emergency Substitute Lesson Plan.
- Other school site or district information.

- Agreement of Understanding (blank located on last page of Clinical Practice Syllabus for Session 1).

Lesson Plans:

- 6 lesson plans, one for each observation.

Observation Reports:

- 6 observation reports from your University Coach.

Lesson Plan/Observation Report Reflections:

- 6 reflections based upon each Lesson Plan/Observation Report

Final Individual Development Plan (IDP)

Complete and signed Focus Form (if completed).

Final Self-Reflection.

Due Dates

Clinical Practice assignments must be completed and submitted to the University Coach by the end of the 16th week. Teacher Candidates whose work is not completed and turned in by the last day of the term (i.e., the Friday at the end of Fall 2 or Spring 2) will not be cleared for their credential or degree. In this event, the Teacher Candidate must discuss their situation with the Program Director and the Office of Student Placements, as the University Coach is no longer responsible to track progress.

NOTE: Three observations are required per 8-week session. Due to extenuating circumstances, credit for Session 1 may be given with two observations. However, if only one observation is submitted in Session 1, a NC grade will be given. Therefore, the Teacher Candidate must withdraw from clinical practice, concurrent courses, and EDUC courses and re-apply for clinical practice.

Clinical Practice Takeover Planning Guidance: Special Education

The guide provided in Appendix D may assist the non-contracted Teacher Candidate in planning weekly teaching responsibilities and preparation needed for the upcoming week. This is a guide only. The classroom takeover timeline depends on the readiness of each Teacher Candidate. If there are questions or concerns, please contact the Office of Student Placements or the University Coach.

Note: The Cooperating Teacher must approve all lesson plans at least two days prior to their implementation. For additional information, A Step-by-Step Plan is available.

COOPERATING TEACHER (CT) GUIDANCE FOR CLINICAL PRACTICE

The Cooperating Teacher is one of the most important resources in the Clinical Practice experience. Together with the University Coach, the Cooperating Teacher provides support, guidance, and encouragement to the Teacher Candidate as s/he grows and develops. Being a Cooperating Teacher is a commitment that requires many hours in an already busy schedule. While our Teacher Candidates arrive as “students of teaching” and are not yet fully proficient in all areas of effective teaching, we understand that each candidate brings a passion and commitment to this important work – becoming a teacher.

This portion of the Clinical Experiences Handbook has been designed to be a resource for both the Cooperating Teacher and the Teacher Candidate to guide the term’s experience. Cooperating Teachers will receive periodic emails from OSP; one of which will contain a survey to document the CTC’s 10 hours of required training.

California Commission on Teacher Credentialing (CTC) requires (beginning Fall 2018) that district-employed supervisors are provided a minimum of 10 hours of training. Cooperating Teachers and Site Administrators/Site Mentors will be provided a Training Survey each term for which they serve in order to document the CTC-required training. Please complete the Training Survey to document your training hours.

Initial orientation to the program curriculum is one portion of the 10-hour training requirement. Please review the Clinical Practice Orientation Module on your home page, complete the assessment/survey to become familiar with APU's Clinical Practice program, and document two hours of training (Module/Assessment/University Coach orientation).

The Office of Student Placements is readily available to both the Teacher Candidate and the Cooperating Teacher throughout the Clinical Practice experience. Please contact us at any time if we can be of any assistance.

Teacher Candidate Feedback: Formative

Feedback from the Cooperating Teacher is essential to the development and growth of the Teacher Candidate. Feedback to foster instructional improvement should follow these guidelines:

- Give feedback at the earliest possible point following the observation.
- Be specific rather than general. To be told, “You did not listen to student responses” is not as helpful as creating a specific situation. For example, “Remember when you asked a question on AB population? Sarah had the answer, but you supplied the figure without acknowledging her.”
- Use descriptive language rather than evaluative language. Avoiding evaluative language reduces the possibility of the Teacher Candidate becoming defensive and/or assigning blame.
- Center the feedback around the areas the Teacher Candidate can improve and change.
- Questions could be:
 - What did you like about the lesson?

- As you were teaching the lesson, how did you feel?
- Did the lesson go as you had planned?
- If you were to re-teach the lesson, what would you do differently?
- What will you do with this group tomorrow? Why?
- What help do you need from me?
- Feedback can be very effective when it is given in response to a Teacher Candidate's questions about her/his teaching practice. Ask for specific things you could observe. When offering constructive criticism, consider these questions:
 - Is the person ready to receive the suggestions and criticisms?
 - Are you going to be available for lengthy discussion?
 - Has the teacher candidate heard this before?
 - What specific suggestions can be made for improvement?
- Create a specific timeline for improvement and change.
 - Was the objective for the conference accomplished?
- Use closure to summarize the important points.

Teacher Candidate Feedback: Summative

Summative evaluation will occur through the Midpoint and Final Feedback Survey to contribute to the determination of whether the Teacher Candidate earns credit in the Clinical Practice courses.

Suggestions for the Teacher Candidate's Introduction to Teaching Duties

The following activities offer suggestions for teaching responsibilities appropriate for the Teacher Candidate early in the placement period:

- Assisting with attendance to help in learning students' names.
- Working with small groups or individuals needing special help.
- Checking on supplies and equipment.
- Arranging displays, bulletin boards, or learning centers.
- Reading and helping correct sets of papers.

Helpful Hints for Takeover

When preparing for the Teacher Candidate to take over the classroom experience, it may be helpful to work into this process. The following hints may help guide success.

- For Single Subject and Educational Specialist Teacher Candidates, start with the most accommodating class. After an initial positive experience with one group of students, the Teacher Candidate will feel better prepared to handle a more challenging class.
- For Multiple Subject Teacher Candidates, start with a content area with which your Teacher Candidate feels most confident.
- It is important that the Teacher Candidate discuss the lesson plans with the Cooperating Teacher. All lesson plans are due two days in advance. Once the Teacher Candidate has integrated the suggestions and changes into her/his lesson plan, please have the Teacher Candidate take the time to discuss their new plan with you.

- The Teacher Candidate should continue to use the classroom structure that is in place. This includes classroom procedures and standards for behavior. As the Teacher Candidate takes over more of the teaching, the Teacher Candidate may find it necessary to make some adjustments, after discussions with the Cooperating Teacher. Please be flexible and support new ideas.
- The takeover should be gradual. The takeover should be planned in a manner that is comfortable for both you and your Teacher Candidate.
- The Teacher Candidate should be reflecting daily on her/his lessons and setting short term goals.
- Be sure to set up a weekly meeting time. Although you will talk with your Teacher Candidate on a daily basis, it is important to have at least one hour each week that is set aside to discuss upcoming lessons, student concerns, as well as concerns the Teacher Candidate may have regarding her/his own performance.

Co-Teaching Model

Traditionally, Teacher Candidates have slowly and deliberately worked with the Cooperating Teacher to assume the primary role of class instruction. During the complete takeover period, it is not uncommon for the Cooperating Teacher to work on other tasks while still in the room, such as curriculum development, Tier Two instruction groups, and related activities. We encourage Cooperating Teachers and Teacher Candidates, with support from the University Coach, to consider a team-teaching model. While team teaching or co-teaching is not a new model in schools, it is applicable to the Clinical Practice experience. This approach allows two professionals to work together to support student learning. The co-teaching model of Clinical Practice allows students increased opportunities to get help when and how they need it. It affords teachers opportunities to incorporate co-teaching strategies, grouping and educating students in ways that are not possible with just one teacher.

We truly believe that this structure will provide our Teacher Candidates with a full and rigorous Clinical Practice experience and allow the Cooperating Teacher to remain involved in the quality of learning experiences presented to students. The partnership allows the Cooperating Teacher to provide consistent mentoring, providing the Teacher Candidate with the time and support necessary to gain skills and confidence required to teach successfully. A suggestion guide for implementing a co teaching model can be found in Appendix E.

Supervise the Teacher Candidate's Instructional Planning

As Teacher Candidates move into the primary teaching role, it may be helpful to guide their responsibilities with instructional planning to prepare for lessons. Please take time to discuss lesson plans with the Teacher Candidate and provide feedback prior to instructional delivery. Lessons plans are due two days prior to the lesson being taught.

The following items should be included in supervision of the planning process.

1. With the teacher candidate, develop a mutual understanding of the goals for and content involved in the areas to be taught.
2. With the teacher candidate, develop an understanding of the developmental level and the interests and abilities of the group of learners.
3. With the teacher candidate, explore a variety of approaches to, and techniques appropriate for, a given teaching assignment.
4. Make available to the teacher candidate resources for teaching particular areas of the curriculum.
5. Broaden the teacher candidate's background by encouraging the teacher candidate to use a variety of methods and materials in her/his teaching.
6. Help the teacher candidate make use of learner information about learners in their planning.
7. Help the teacher candidate interpret the results of her/his teaching in ways to improve planning for subsequent lessons.
8. Help the teacher candidate develop flexibility in the use of plans.
9. Develop the necessary competencies as assessed by the Teaching Performance Expectations (TPEs).
10. Prepare teacher candidates to develop assessments in alignment with district and state assessments.

Reflection on Using Data

The Cooperating Teacher plays an important role in helping Teacher Candidates see the connection between teaching and learning. This occurs during opportunities to reflect between the Teacher Candidate and Cooperating Teacher. APU Teacher Candidates understand the importance of reflecting on their practice. However, since this is their first-time teaching on an ongoing basis, they will require guidance in using data generated by student work and making future instructional decisions. This is a skill that will need to be modeled and coached.

Below are some questions that may assist you as you work with your teacher candidate.

- How did you use students' previous knowledge and curriculum standards in determining the learning objective for this lesson?
- How did you determine the objective's criteria? How did you communicate this to students?
- Describe how the planned learning activities were designed to meet the needs and interests of your learners.
- Did you anticipate particular students' difficulties? How did you accommodate for this?
- How did you monitor for understanding during the lesson? Did you find that the lesson had to be adjusted based on their responses?
- What evidence do you have for student learning or understanding? Are there any patterns?
- What will you plan next for the students who demonstrated understanding and for those students who did not?
- What surprised you about the lesson and student performance? Why?
- If you could teach this lesson again, would you make any changes? What? Why?

Teacher Candidate Performance Support

In situations of unusual difficulty regarding the performance of the Teacher Candidate, the University Coach and the Office of Student Placements should be notified immediately. The University Coach will promptly arrange communication with relevant stakeholders to discuss the problem.

The final determination of Credit or No Credit is determined by the Program Director. However, collaboration and conversation between the University Coach and Cooperating Teacher is critical and will inform that determination.

UNIVERSITY COACH (UC) GUIDANCE FOR CLINICAL PRACTICE

The University Coach is an integral member of the Clinical Experience Team. Together with the Cooperating Teacher, the University Coach provides support, guidance, and encouragement to the Teacher Candidate. The University Coach serves as the important link between the university and the school system.

This portion of the Clinical Experiences Handbook has been designed to be a resource for the University Coach and the Teacher Candidate to guide the term's experience. The OSP Website and Clinical Practice course syllabus is another primary resource. Please refer to the syllabus for the most up-to-date information. The Office of Student Placements is readily available to both the Teacher Candidate and the University Coach throughout the Clinical Practice experience. Please contact us at any time if we can be of any help to you as you work with our Teacher Candidate.

Setting the Stage

There is a lot of information to process in the beginning days of Clinical Practice and Teacher Candidates are eager to begin their assignments strongly. Therefore, the University Coach should provide expectations in writing to serve as a resource for Teacher Candidates throughout the term. It is strongly recommended that University Coaches review expectations during the first meeting with the Teacher Candidate.

These expectations may include:

- Teacher Candidates should provide their updated information including address, phone numbers, and APU email address to University Coach. All email communication will occur through APU email.
- Procedures for observations, including overview of observation report and rubrics.
- Lesson plans.
- Appropriate dress.
- Attendance and procedures for when a Teacher Candidate needs to be absent.
- General suggestions for a successful Clinical Practice experience.
- Observation Report write-up.

- Discussion around Midpoint and Final Evaluations.
- Contact information.

Documentation

Initial, early communication among members of the Clinical Practice team will create the foundation for future communications and work together. Prior to the first formal observation, the University Coach should arrange a brief introductory conversation (over phone or over Google Hangout or another similar technology) with the Teacher Candidate and the Cooperating Teacher (i.e., Initial Triad Meeting). This introduction can provide an invaluable opportunity to convey expectations, answer questions, and exchange information about future communication.

The Midpoint and Final Evaluations are based on a body of evidence. Documentation, in addition to Observation Reports and scripted notes, can assist in the process of assigning a final grade (Credit/No Credit). The documentation does not need to be in the form of formal memos; email reminders of key points addressed during a recent conversation or meeting can suffice. The University Coach should contact the Office of Student Placements with any questions or concerns related to documentation.

Clinical Practice Observations

Regular observations provide the Teacher Candidate with important feedback to support her/his growth. The University Coach will conduct video coaching observations that require the Teacher Candidate to digitally capture teaching a lesson (i.e., videotape) and upload it into the Canvas CPLT course for reflection, discussion, and evaluation. By using video coaching, the Teacher Candidate will have the opportunity to view her/himself, respond reflectively, and receive University Coach feedback. Additional video capture may be performed as determined by the Teacher Candidate and University Coach for further feedback.

NOTE: Teacher Candidates may use lessons for both CalTPA and Observations. However, it is important to note that CalTPA and Observations are assessed differently and have different expectations. Coaches are not permitted to provide direct feedback on CalTPA. CalTPA questions are to be directed to the CalTPA Coordinators.

Observations and Documentation

It is understood that the University Coach observes at least three times each eight-week session and writes a report of the observation. This observation is documented through an observation rubric that outlines specific behaviors the Teacher Candidate is demonstrating. Three observations are required per 8-week session. Due to extenuating circumstances, credit for Session 1 may be given with two observations. However, if only one observation is submitted in Session 1, a NC grade will be given. Therefore, the Teacher Candidate must withdraw from clinical practice, concurrent courses, and EDUC courses and re-apply for clinical practice.

Observations need to be documented using the APU-provided observation report in Canvas. It is essential that the documentation for the observation be specific and include notes about the Teacher Candidate's planning, implementation, management, communication, and evaluation of student learning per the rubric. The report should also include specific recommendations about what behaviors the Teacher Candidate needs to improve upon, as well as praise and commendations about the lesson. This written documentation provides a body of evidence that assists the Program Director when determining a grade (credit/no credit). In addition, the University Coach's written comments and suggestions allow Teacher Candidates to go back and reflect on the post-observation conferences and work with the University Coach to develop strategies to address areas that need further work.

The University Coach is an essential member of the evaluation process. Informal discussion can occur when the University Coach debriefs with the Teacher Candidate. The University Coach is key at two points in particular: the Midpoint Evaluation and the Final Evaluation. These are excellent opportunities to work together with the Cooperating Teacher to develop a common evaluation report for the Teacher Candidate (i.e., Midpoint Triad Meeting and optional Final Triad Meeting). When the Cooperating Teacher and the University Coach work together, the Teacher Candidate gains a more coherent understanding of her or his progress and performance.

Observation Schedule

Some University Coaches have found it helpful to map out the tentative term's observation schedule with the Cooperating Teacher and Teacher Candidate at the start of the term. A video observation schedule and assignment guide are provided in the OSP website to guide your video coaching observations. Note: University Coaches have the right to request unscheduled observations (video) at any time. However, changing scheduled observations at the last minute is highly discouraged and should be avoided whenever possible. The schedule provided in the OSP website acts as a suggestion for University Coach observations to ensure that Teacher Candidates are observed on a regular basis, although it is understood that flexibility may be necessary to accommodate unexpected needs. A sample schedule to help guide planning can be found in Appendix F.

Reflection

The University Coach plays an important role in helping Teacher Candidates see the connection between teaching and learning. Teacher Candidates will need guidance in using data generated by student work to inform future instructional decisions. This is a skill that will need to be modeled and coached.

Below are some questions that may assist University Coaches in their work with Teacher Candidates.

- How did you use students' previous knowledge and curriculum standards in determining the learning objective for this lesson?
- How did you determine the objective's criteria? How did you communicate this to students?

- Describe how the planned learning activities were designed to meet the needs and interests of your learners.
- Did you anticipate that particular students might have difficulties? How did you accommodate for this?
- How did you monitor for understanding during the lesson? Did you find that the lesson had to be adjusted based on their responses?
- What evidence do you have for student learning or understanding? Are there any patterns?
- What will you plan next for the students who demonstrated understanding and for those students who did not?
- What surprised you about the lesson and student performance? Why?
- If you could teach this lesson again, would you make any changes? What? Why?

Evaluation

Ongoing evaluation and supportive documentation are essential during the Clinical Practice experience. The University Coach plays a meaningful role in providing feedback and assessment. There are two points during the Clinical Practice experience where the University Coach and Cooperating Teacher need to collaborate to ensure calibration related to the Teacher Candidate's performance – the Midpoint Evaluation/Feedback Survey and the Final Evaluation/Feedback Survey. The Midpoint Evaluation and Final Evaluation are completed in Canvas by the University Coach. The Cooperating Teacher receives Feedback Surveys by email to complete.

The Midpoint Evaluation/Feedback Survey and Final Evaluation/Feedback Survey contain the same information and are completed by the University Coach and the Cooperating Teacher/Site Administrator. As such, we encourage a conversation between the Cooperating Teacher/Site Administrator and University Coach to ensure they agree with the feedback provided and ensure they are highlighting the same areas for growth and areas of strength. The Teacher Candidate is expected to self-assess and be ready to share her/his evaluation of her/his own performance during the Midpoint and Final conferences/discussions.

Principles for Conferencing Success:

1. Establish a positive tone.
2. Control the conference.
3. Focus on key issues.
4. Include positive comments.
5. Develop a plan of action.
6. Summarize the conference.

Principles for Conferencing with a Struggling Teacher Candidate:

1. Be direct.
2. Listen with compassion.
3. Be clear and consistent with expectations.

4. End with mutual understanding of the next steps.

Teacher Candidate Feedback: Formative

Feedback from the University Coach is essential to the development and growth of the Teacher Candidate. Feedback to foster instructional improvement should follow these guidelines:

- Give feedback at the earliest possible time following the observation. Be specific rather than general. To be told, “You did not listen to student responses” is not as helpful as creating a specific situation. For example, “Remember when you asked a question on AB population? Sarah had the answer, but you supplied the figure without acknowledging her.”
- Use descriptive language rather than evaluative language. Avoiding evaluative language reduces the possibility of the Teacher Candidate becoming defensive and/or assigning blame.
- Center the feedback around the areas the Teacher Candidate can improve and change.

Questions could be:

- What did you like about the lesson?
- As you were teaching the lesson, how did you feel?
- Did the lesson go as you had planned?
- If you were to re-teach the lesson, what would you do differently?
- What will you do with this group tomorrow? Why?
- What help do you need from me?

Feedback can be very effective when it is given in response to a Teacher Candidate’s questions about her/his teaching practice. Ask for specific things that you could observe. When offering constructive criticism, consider these questions:

- Is the person ready to receive the suggestions and criticisms?
- Are you going to be available for lengthy discussion?
- Has the Teacher Candidate heard this before?
- What specific suggestions can be made for improvement?
- Create a specific timeline for improvement and change.
- Was the objective for the conference accomplished?

Teacher Candidate Feedback: Summative

Summative evaluation will occur through the Midpoint and Final Evaluation to contribute to the determination of whether the Teacher Candidate earns Credit in the Clinical Practice courses.

Dealing with Difficulty

At some point, a University Coach may encounter difficulty with a Teacher Candidate. Although many situations can be quickly handled by speaking directly to the Teacher Candidate about the concern, there are times when the OSP must get involved. When the OSP becomes part of the process sooner rather than later, many problems can be addressed enabling the Teacher Candidate to complete the Clinical Practice experience. University Coaches are encouraged to contact the OSP at

any time to discuss a situation with a Teacher Candidate, a Cooperating Teacher, a district, or other matter. Together we can best assess how the circumstances can be handled. If a situation necessitates the completion of a Focus Form, please refer to the process detailed in the OSP website.

LIST OF ACRONYMS

CalLPA	California Literacy Performance Assessment
CalTPA	California Teaching Performance Assessment
CE	Clinical Experience
CP	Clinical Practice
CPLT	Clinical Practice Learning Team (UC with TCs)
FE	Field Experience
MMSN	Mild to Moderate Support Needs
ESN	Extensive Support Needs
CT	Cooperating Teacher (formerly called Master Teacher)
MULT	Multiple Subject
SA	Site Administrator
SING	Single Subject
SPED	Special Education/Education Specialist
TC	Teacher Candidate
TPEs	Teaching Performance Expectations
UC	University Coach (formerly called University Mentor)

Appendix A: Professional dispositions expected of teacher candidates are as follows:

Element #1: Sensitivity to Cultural & Individual Differences	
Descriptor	Skill level expectations include:
Employs strategies to ensure that all populations have equal access to educational opportunities. TPE 1.4, 4.1, 4.4, 4.5	Demonstrates multiple practices of inclusivity and commitment to equity that exemplify congruency with various profiles of students.
Displays respect for individual differences and includes family and community cultural contexts within the learning environment. TPE 2.3	Maintains consistent inclusive practices for family and community members within the learning environment.
Actively protects students and colleagues from the impact of discrimination based on race, gender, disability/ exceptionality, sexual orientation, and language. TPE 2.3	Strives to build a safe classroom with zero tolerance of negative behaviors towards others as evidenced by correcting negative student behaviors and finding some form of resolution.
Element #2: Personal & Professional Maturity	
Descriptor	Skill level expectations include:
Maintains composure and professional demeanor in a variety of circumstances. TPE 6.5	Consistently demonstrates through modeling and work product professional integrity and ethical conduct in a variety of circumstances.
Element #3: Responsiveness to the Expectations & Standards of the Professional Community	
Descriptor	Skill level expectations include:
Practices self-reflection and collaboration with others in progressing towards teacher professional goals TPE 6.1, 6.3	Demonstrates the ability to communicate and inquire with colleagues, students' families, and members of the larger school community to support their learning and their students' learning.is understandable to the target audience.

Demonstrates the ability to effectively integrate culturally appropriate practices and pedagogy for all learners as a result of developing self-awareness. TPE 1.1	Demonstrates culturally responsive practices and pedagogy for all learners.
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Element #4: Respectful Communication with the Professional Community

Descriptor	Skill level expectations include:
Seeks to understand various viewpoints, cultures, and people groups and interact with all in a respectful manner. TPE 5.1, 5.2, 5.7	Seeks to understand multiple viewpoints and respectfully responds in ways that are inclusive of the audience.

Element #5: Effective Time Management

Descriptor	Skill level expectations include:
Practices effective time management with regards to class and clinical practice requirements. TPE 6.5	Consistently exhibits punctuality in both attendance and submissions of all assignments.

Element #6: Instructional Design

Descriptor	Skill level expectations include:
Demonstrates the ability to plan and present lessons that implement and support inclusive activities and behaviors. TPE 3.2, 3.3	Demonstrates several strategies to perform instructional sequences in their content area(s) and to include inclusive learning sequences.

Element #7: Evidences Skills and Understanding of Social and Emotional Learning Strategies

Descriptor	Skill level expectations include:
Demonstrates a caring attitude towards students' social and emotional learning needs and ensuring a caring classroom culture. TPE 2.1, 2.	Demonstrates skills to promote students' social-emotional growth, development, and individual responsibility using for example, positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

Appendix B - Clinical Practice Takeover Planning Guidance: Multiple Subject

Week	Responsibility	Preparation
1	<ul style="list-style-type: none"> • Observe students. Learn names and learning styles, interests. • Assist individual students. • Observe other classroom teachers. • Observe classroom routines. • Learn school policy and procedures. • Assist with clerical routines. • Research the curriculum. • Meet building personnel. 	<ul style="list-style-type: none"> • Correct and assess student work. • Plan a bulletin board. • Walk students to and from specials. • Conduct morning and closing routines. • Become familiar with grading practices. • Create a data collection system or use an existing one started by the Cooperating Teacher.
2	<ul style="list-style-type: none"> • Correct and assess work; record data. • Conduct morning and closing routines. • Walk students to and from specials and lunch. • Assist Cooperating Teacher with duties such as lunch, recess, and/or bus. • Assist with read aloud. • Continue assisting individual students, teach small groups. 	<ul style="list-style-type: none"> • Plan to teach two lessons a day. • Discuss with the Cooperating Teacher as to topics/content areas. • Continue responsibilities from Week 2.
3	<ul style="list-style-type: none"> • Continue weeks' 1 and 2 activities. • Teach two lessons/day. 	<ul style="list-style-type: none"> • With the Cooperating Teacher choose new content area(s) to begin planning. • Plan to teach three to four lessons a day.
4	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Teach three to four lessons/day. 	<ul style="list-style-type: none"> • Continue previous work and responsibilities. • Plan take-over of any additional content areas not yet taught.
5	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Teach four+ lessons/day. 	<ul style="list-style-type: none"> • Solo (or co-) teaching.
6	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Solo (or co-) teaching.

7	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Cooperating Teacher gradually takes back teaching responsibilities. • Schedule Midpoint Feedback conference with Cooperating Teacher.
8	<ul style="list-style-type: none"> • Transition teaching responsibilities back to Cooperating Teacher. 	<ul style="list-style-type: none"> • Prepare to transition to 2nd placement.
9	<ul style="list-style-type: none"> • Observe students. Learn names and learning styles, interests. • Assist individual students. • Observe other classroom teachers. • Observe classroom routines. • Learn school policy and procedures. • Assist with clerical routines. • Research the curriculum. • Meet building personnel. 	<ul style="list-style-type: none"> • Correct and assess student work. • Plan a bulletin board. • Walk students to and from specials. • Conduct morning and closing routines. • Become familiar with grading practices. • Create a data collection system or use an existing use existing one started by the Cooperating Teacher.
10	<ul style="list-style-type: none"> • Correct and assess work; record data. • Conduct morning and closing routines. • Walk students to and from specials and lunch. • Assist Cooperating Teacher with duties such as lunch, recess, and/or bus. • Assist with read aloud. • Continue assisting individual students, teach small groups. 	<ul style="list-style-type: none"> • Plan to teach two lessons a day. • Discuss with the Cooperating with Cooperating Teacher as to topics/content areas. • Continue responsibilities from Week 2.
11	<ul style="list-style-type: none"> • Continue weeks' 9 and 10 activities. • Teach two lessons/day. 	<ul style="list-style-type: none"> • With the Cooperating Teacher choose new content area(s) to begin planning. • Plan to teach three to four lessons a day.
12	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Teach three to four lessons/day. 	<ul style="list-style-type: none"> • Continue previous work and responsibilities. • Plan take-over of any additional content areas not yet taught.

13	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Teach four+ lessons/day. 	<ul style="list-style-type: none"> • Solo (or co-) teaching.
14	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Solo (or co-) teaching.
15	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Cooperating Teacher gradually takes back teaching responsibilities. • Schedule final evaluation conference with Cooperating Teacher.
16	<ul style="list-style-type: none"> • Transition teaching responsibilities back to Cooperating Teacher. 	<ul style="list-style-type: none"> • Ensure all documentation is appropriately submitted.

Appendix C - Clinical Practice Takeover Planning Guidance: Single Subject

Week	Responsibility	Preparation
1	<ul style="list-style-type: none"> Observe students. Learn names and learning profiles. Assist individual students. Become familiar with the curriculum for which you are responsible. Observe other teachers in the discipline. Assist with clerical routines Learn school policy and procedures. Post work and assignments. Meet building personnel. 	<ul style="list-style-type: none"> Get ready to take over one period. Assist in administering assessments Check students' work. Continue to work with individual students as needed. Prepare gradebook or become familiar with existing grading practices.
2	<ul style="list-style-type: none"> Teach one period. Check students' work. Continue to post students' work. Continue to assist with clerical routines. 	<ul style="list-style-type: none"> Teach one period. If the same content, begin to take over another section. Continue responsibilities from Week 2.
3	<ul style="list-style-type: none"> Teach one period. If the same content area, begin teaching a second teaching second period. 	<ul style="list-style-type: none"> Begin planning for new prep. If appropriate, begin another period of the same content area. Continue responsibilities from Week 3.
4	<ul style="list-style-type: none"> Teach 2 periods of the same content. Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> Begin prep for a new content area. Continue with responsibilities from week 4.
5	<ul style="list-style-type: none"> Teach 2+ periods of the same content. Begin teaching 1 period of new content area. Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> Continue with previous responsibilities and routines. Begin to take over another section of the 2nd content area.
6	<ul style="list-style-type: none"> Teach 2+ periods of first content. Teach 2 periods of second content. Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> Continue with previous responsibilities and routines. Begin prep for remaining periods of content areas.

7	<ul style="list-style-type: none"> • Add additional periods not yet taught. • Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> • Schedule Midpoint Feedback conference with Cooperating Teacher. • Plan transition of any additional responsibilities not previously assumed.
8	<ul style="list-style-type: none"> • Participate in mid-point evaluation conference. • Continue with previous responsibilities and routines. 	<ul style="list-style-type: none"> • Solo (or co-) teaching.
9	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Solo (or co-) teaching.
10	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Solo (or co-) teaching.
11	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Solo (or co-) teaching.
12	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Classroom teacher to gradually take back teaching responsibilities. • Prep for periods still being covered.
13-15	<ul style="list-style-type: none"> • Classroom teacher gradually takes back teaching responsibilities. 	<ul style="list-style-type: none"> • Week 15 – schedule Final Feedback conference with Cooperating Teacher. • Prepare thank you letters for Cooperating Teacher, Site Mentor/ Site Administrators/ Site Mentors, and others who provided support.
16	<ul style="list-style-type: none"> • Participate in the final evaluation conference. • Distribute thank you letters. • Return resources and other items that belong at the school site. 	<ul style="list-style-type: none"> • Ensure all documentation is appropriately submitted.

Appendix D - Clinical Practice Takeover Planning Guidance: Special Education

Week	Responsibility	Preparation
1	<ul style="list-style-type: none"> ● Observe students. Learn names and learning styles, interests. ● Observe classroom routines. ● Learn school policy and procedures. ● Assist with clerical routines. ● Research the curriculum. ● Meet building personnel. ● Observe teacher/support staff working with students on their IEP goals and benchmarks and record their progress.. ● Assist individuals/small groups as a follow-up to whole group instruction. ● Review and sign Agreement of Understanding signed by all parties (TC, CT, SA) 	<ul style="list-style-type: none"> ● Correct and assess student work. ● Plan a bulletin board. ● Walk students to and from specials. ● Conduct morning and closing routines. ● Become familiar with grading practices. ● Create a data collection system or use an existing one started by the Cooperating Teacher. ● Discussion should focus specifically on Classroom Management.
2	<ul style="list-style-type: none"> ● Correct and assess work; record data. ● Conduct morning and closing routines. ● Walk students to and from specials and lunch. ● Assist Cooperating Teacher with duties such as lunch, recess, and/or bus. ● Work with students on their IEP goals and benchmarks and record their progress.. ● Work with individuals/small groups as a follow-up to whole group instruction. ● Team teach within a specific academic domain (e.g., math) 	<ul style="list-style-type: none"> ● Start planning together and teaching specific lessons (or portions of them) to the entire class. ● Plan to teach two lessons a day. ● Discuss with the Cooperating Teacher as to topics/content areas. ● Continue responsibilities from Week 2. ● Discuss curriculum issues of state and district standards, adaptations to this curriculum, adopted text materials, and available resources, as related to instruction. ● Discuss with the CT the most effective way to access student records for the completion of the CalTPA.

3	<ul style="list-style-type: none"> • Continue weeks' 1 and 2 activities. • Teach two lessons/day. 	<ul style="list-style-type: none"> • With the Cooperating Teacher choose new content area(s) to begin planning. • Continue planning together and teaching specific lessons (or portions of them) to the entire class. • Plan to teach three to four lessons a day. • Continue to discuss curriculum issues of state and district standards, adaptations to this curriculum, adopted text materials, and available resources, as related to instruction.
4	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Teach three to four lessons/day. 	<ul style="list-style-type: none"> • Continue previous work and responsibilities. • Plan take-over of any additional content areas not yet taught. • Begin "taking over" the planning and providing solo instruction of one academic subject matter (e.g., math) at a time. • Discuss issues of diversity and student learning needs in the class. Discuss how the curriculum is adapted and modified.
5	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Teach four+ lessons/day. 	<ul style="list-style-type: none"> • Solo (or co-) teaching. • Discuss issues of diversity and student learning needs in the class. Discuss how the curriculum is adapted and modified.
6	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Solo (or co-) teaching. • Assume full responsibility of the classroom, including planning and implementation of the curriculum specific to the classroom placement. • Discuss assessment, both formal and informal, and the relationship to classroom management,

		curriculum and instruction, and the needs of diverse students.
7	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Cooperating Teacher gradually takes back teaching responsibilities. • Schedule Midpoint Feedback conference with Cooperating Teacher.
8	<ul style="list-style-type: none"> • Transition teaching responsibilities back to Cooperating Teacher. 	<ul style="list-style-type: none"> • Prepare to transition to 2nd placement.
9	<ul style="list-style-type: none"> • Observe students. Learn names and learning styles, interests. • Observe classroom routines. • Learn school policy and procedures. • Assist with clerical routines. • Research the curriculum. • Meet building personnel. • Observe teacher/support staff working with students on their IEP goals and benchmarks and record their progress.. • Assist individuals/small groups as a follow-up to whole group instruction. 	<ul style="list-style-type: none"> • Correct and assess student work. • Plan a bulletin board. • Walk students to and from specials. • Conduct morning and closing routines. • Become familiar with grading practices. • Create a data collection system or use an existing one started by the Cooperating Teacher. • Discussion should focus specifically on Classroom Management.
10	<ul style="list-style-type: none"> • Correct and assess work; record data. • Conduct morning and closing routines. • Walk students to and from specials and lunch. • Assist Cooperating Teacher with duties such as lunch, recess, and/or bus. • Work with students on their IEP goals and benchmarks and record their progress.. • Work with individuals/small groups as a follow-up to whole group instruction. 	<ul style="list-style-type: none"> • Start planning together and teaching specific lessons (or portions of them) to the entire class. • Plan to teach two lessons a day. • Discuss with the Cooperating Teacher as to topics/content areas. • Continue responsibilities from Week 2. • Discuss curriculum issues of state and district standards, adaptations to this curriculum, adopted text materials, and available resources, as related to instruction. • Discuss with the CT the most effective way to access student

	<ul style="list-style-type: none"> • Team teach within a specific academic domain (e.g., math) 	records for the completion of the CalTPA.
11	<ul style="list-style-type: none"> • Continue weeks' 9 and 10 activities. • Teach two lessons/day. 	<ul style="list-style-type: none"> • With the Cooperating Teacher choose new content area(s) to begin planning. • Continue planning together and teaching specific lessons (or portions of them) to the entire class. • Plan to teach three to four lessons a day. • Continue to discuss curriculum issues of state and district standards, adaptations to this curriculum, adopted text materials, and available resources, as related to instruction.
12	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Teach three to four lessons/day. 	<ul style="list-style-type: none"> • Continue previous work and responsibilities. • Plan take-over of any additional content areas not yet taught. • Begin "taking over" the planning and providing solo instruction of one academic subject matter (e.g., math) at a time. • Discuss issues of diversity and student learning needs in the class. Discuss how the curriculum is adapted and modified.
13	<ul style="list-style-type: none"> • Continue with previous responsibilities and routines. • Teach four+ lessons/day. 	<ul style="list-style-type: none"> • Solo (or co-) teaching. • Discuss issues of diversity and student learning needs in the class.

		Discuss how the curriculum is adapted and modified.
14	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Solo (or co-) teaching. • Assume full responsibility of the classroom, including planning and implementation of the curriculum specific to the classroom placement. • Discuss assessment, both formal and informal, and the relationship to classroom management, curriculum and instruction, and the needs of diverse students.
15	<ul style="list-style-type: none"> • Solo (or co-) teaching. 	<ul style="list-style-type: none"> • Cooperating Teacher gradually takes back teaching responsibilities. • Schedule Midpoint Feedback conference with Cooperating Teacher.
16	<ul style="list-style-type: none"> • Transition teaching responsibilities back to Cooperating Teacher. 	<ul style="list-style-type: none"> • Ensure all documentation is appropriately submitted.

Appendix E: Below are some suggestions for implementing a co-teaching model:

If one of you is doing this:	The other can be doing this:
Lecturing.	Modeling note taking on the board/overhead; ensuring “brain breaks” to help students process lecture information.
Taking roll.	Collecting and reviewing last night’s homework; introducing a social or study skill.
Passing out papers.	Reviewing directions; modeling first problem on the assignment.
Giving instructions orally.	Writing down instructions on the board; repeating or clarifying any difficult concept.
Checking for understanding with a large heterogeneous group of students.	Checking for understanding with a small heterogeneous group of students.
Circulating, providing one-on-one support as needed.	Providing direct instruction to the whole class.
Prepping half of the class for one side of a debate.	Prepping the other half of the class for the opposing side of the debate.
Facilitating a silent activity.	Circulating, checking for comprehension.
Providing large group instruction.	Circulating, using proximity control for behavior management.

Running last minute copies or errands.	Reviewing homework; providing a study or test taking strategy.
Re-teaching or pre-teaching with a small group.	Monitoring large groups as they work on practice materials.
Facilitating sustained silent reading.	Reading aloud quietly with a small group; previewing upcoming information.
Reading a test aloud to a group of students.	Proctoring a test silently with a group of students.
Creating basic lesson plans for standards, objectives, and content curriculum.	Providing suggestions for modifications, accommodations, and activities for diverse learners.
Facilitating stations or groups.	Also facilitating stations or groups.
Explaining a new concept.	Conducting role play or modeling concepts; asking clarifying questions.
Considering modification needs.	Considering enrichment opportunities.

From Murawski, W.W., & Dicker, L.A. (2004). Tips and strategies for co-teaching at the secondary level. Teaching Exceptional Children 36(5) 52-58.

Appendix F - A List of Suggested Events to Guide the Semester's Work for University Mentors

Before the start of the term	<ul style="list-style-type: none"> • Ensure University Coach has reviewed the Clinical Experience Handbook. • Ensure University Coach has signed your contract through DocuSign. • Ensure University Coach has all needed information from the Office of Student Placements about the Teacher Candidates assigned. • Prepare email or document handout for the Teacher Candidates with key points and suggestions for the term's work. • Establish Clinical Practice Learning Team (CPLT) Meeting schedule with all Teacher Candidates being mentored by the University Coach. • Invite each mentee to self-enroll in the CPLT Canvas course.
End of week 1	<ul style="list-style-type: none"> • Have initial informal conversation (i.e., Initial Triad Meeting) with Teacher Candidate and Cooperating Teacher/Site Administrator to set the stage for working together including, but not limited to: <ul style="list-style-type: none"> ○ Review of lesson planning expectations. ○ Expectations should absences occur. ○ Develop a clear understanding about the Teacher Candidate's arrival and departure times. ○ Obtain a copy of the Cooperating Teacher's schedule. ○ Discuss the take-over plan. ○ Be sure to discuss the Observation Report Form and Midpoint and Final Evaluations. ○ Schedule first observation. ○ Decide the manner of communication with the Teacher Candidate. This could include a Friday reflection about the week and learning insights or regular Google Hangouts. • Lead the first CPLT Meeting. <ul style="list-style-type: none"> ○ Helpful Hint: Be clear with time expectations with the Teacher Candidate. Do you expect to receive requested materials by a specific time? If so, have you clearly articulated this to the Teacher Candidate?
End of week 2	<ul style="list-style-type: none"> • Communicate via phone or email with Cooperating Teacher/Site Administrator and Teacher Candidate to check on progress. • Ensure Teacher Candidate has submitted the Information and Demographics Form.
End of week 3	<ul style="list-style-type: none"> • First observation. <ul style="list-style-type: none"> ○ Be sure to conduct a post observation conversation and communicate expectations for the Teacher Candidate to reflect on the lesson. • Complete the Observation Report and be sure the Teacher Candidate and Cooperating Teacher/Site Administrator receive copies. • Find a few minutes to touch base via email/Hangout with Cooperating Teacher/Site Administrator and discuss insights, concerns, or questions. • Ensure Teacher Candidate has placed Lesson Plan and Observation Report in CPLT Canvas course. • Schedule your next observation.

	<ul style="list-style-type: none"> • If possible, look at the calendar with the Cooperating Teacher and plan ahead for the Midpoint Evaluation conversation. • Lead CPLT Meeting.
End of week 4	<ul style="list-style-type: none"> • Communicate via phone or email with Cooperating Teacher/Site Administrator and Teacher Candidate to check on progress.
End of week 5	<ul style="list-style-type: none"> • Second observation. <ul style="list-style-type: none"> ○ Be sure to conduct a post observation discussion and communicate your expectations for the Teacher Candidate to reflect on the lesson. • Complete the Observation Report and be sure the Teacher Candidate and Cooperating Teacher/Site Administrator receive a copy. • Find a few minutes to touch base with the Cooperating Teacher/Site Administrator and discuss insights, concerns, or questions. • Ensure Teacher Candidate has placed Lesson Plan and Observation Report in CPLT Canvas course. • Schedule your next observation. • Lead CPLT Meeting.
End of week 6	<ul style="list-style-type: none"> • Communicate via phone or email with Cooperating Teacher/Site Administrator and Teacher Candidate to check on progress.
End of week 7	<ul style="list-style-type: none"> • Third observation. <ul style="list-style-type: none"> ○ Be sure to conduct a post observation conversation and communicate expectations for the Teacher Candidate to reflect on the lesson. • Complete the Observation Report and be sure the Teacher Candidate and Cooperating Teacher/Site Administrator receive copies. • Touch base with Cooperating Teacher/Site Administrator and discuss insights, concerns, or questions (i.e., Midpoint Triad Meeting). • Ensure Teacher Candidate has placed Lesson Plan and Observation Report in CPLT Canvas course. • Schedule your next observation. • Conduct One-on-One Coaching Sessions.
End of week 8	<ul style="list-style-type: none"> • Midpoint Evaluation. • Think about the Teacher Candidate's progress in terms of where s/he needs to be performing by the end of the term. • Complete Disposition Assessment. • Ensure recommendation for credit/no credit has been completed via Google Form.
End of week 9	<ul style="list-style-type: none"> • Initial communication with 2nd Cooperating Teacher (Multiple Subject and Special Education programs only). • Lead CPLT Meeting.
End of week 10	<ul style="list-style-type: none"> • Communicate via phone or email with Cooperating Teacher/Site Administrator and Teacher Candidate to check on progress. • Ensure Teacher Candidate has submitted the Information and Demographics Form (Multiple Subject program only).

End of week 11	<ul style="list-style-type: none"> • Fourth observation. <ul style="list-style-type: none"> ◦ Be sure to conduct a post observation conversation and communicate expectations for the Teacher Candidate to reflect on the lesson. • Complete the Observation Report and be sure the Teacher Candidate and Cooperating Teacher/Site Administrator receive copies. • Touch base with Cooperating Teacher/Site Administrator and discuss insights, concerns, or questions. • Ensure Teacher Candidate has placed Lesson Plan and Observation Report in CPLT Canvas course. • Schedule your next observation. • Check status of Individual Development Plan (IDP) • Lead CPLT Meeting.
End of week 12	<ul style="list-style-type: none"> • Communicate via phone or email with Cooperating Teacher and Teacher Candidate to check on progress.
End of week 13	<ul style="list-style-type: none"> • Fifth observation. <ul style="list-style-type: none"> ◦ Be sure to conduct a post observation conversation and communicate expectations for the Teacher Candidate to reflect on the lesson. • Complete the Observation Report and be sure the Teacher Candidate and Cooperating Teacher/Site Administrator receive copies. • Touch base with Cooperating Teacher/Site Administrator and discuss insights, concerns, or questions. • Ensure Teacher Candidate has placed Lesson Plan and Observation Report in CPLT Canvas course. • Schedule your next observation. • Check status of Individual Development Plan (IDP) • Lead CPLT Meeting.
End of week 14	<ul style="list-style-type: none"> • Communicate via phone or email with Cooperating Teacher/Site Administrator and Teacher Candidate to check on progress.
End of week 15	<ul style="list-style-type: none"> • Sixth observation. <ul style="list-style-type: none"> ◦ Be sure to conduct a post observation conversation and communicate expectations for the Teacher Candidate to reflect on the lesson. • Complete the Observation Report and be sure the Teacher Candidate and Cooperating Teacher/Site Administrator receive copies. • Touch base with Cooperating Teacher/Site Administrator and discuss insights, concerns, or questions (i.e., optional Final Triad Meeting). • Ensure Teacher Candidate has placed Lesson Plan and Observation Report in CPLT Canvas course. • Plan Final Evaluation conversation with Cooperating Teacher. • Check status of Individual Development Plan (IDP) • Lead CPLT Meeting.
End of week 16	<ul style="list-style-type: none"> • Sign Individual Development Plan (IDP) • Final Evaluation completed in Canvas. • Ensure recommendation for credit/no credit has been completed via Google Form.

References

Borich, G. D. (2007). *Effective teaching methods: research-based practice* (6th ed). Pearson Merrill/Prentice Hall.

Murawski, W.W., & Dicker, L.A. (2004). Tips and strategies for co-teaching at the secondary level. *Teaching Exceptional Children* 36(5) 52-58.