
3B

Information

Professional Services Committee

Discussion of Commission Requirements and Expectations Related to Field Experiences and Clinical Practice for Teacher Preparation

Executive Summary: This agenda item reviews the current requirements and expectations related to field experiences and clinical practice for teacher preparation programs, highlights national work in this area, presents the related recommendations from the Teacher Preparation Advisory Committee, and provides the Commission with presentations from up to three educator preparation programs showcasing different aspects of providing fieldwork experiences for teacher preparation candidates.

Policy Question: Does the Commission wish to address the area of program expectations and requirements relating to field experience and clinical practice in future revisions to program standards, and, if so, what types of changes to the standards would the Commission want to see implemented?

Recommended Action: For information only

Presenters: Cheryl Hickey, Administrator, and Teri Clark, Director, Professional Services Division.

Strategic Plan Goal

II. Program Quality and Accountability

- ◆ Track current trends and research in learning theory, educator preparation, and certification and disseminate information about high quality programs, models, and outcomes

August 2013

Discussion of Commission Requirements and Expectations Related to Field Experiences and Clinical Practice for Teacher Preparation

Introduction

This agenda item discusses requirements and expectations related to field experiences and clinical practice within teacher preparation. The item presents a review of current national work in this area, Title II data related to field experiences, relevant recommendations from the Teacher Preparation Advisory (TAP) Panel, the Commission's adopted field experience and clinical practice standards, and presentations from up to three educator preparation programs showcasing approaches to organizing fieldwork experiences for teacher preparation candidates.

Background

In recent years, the educator preparation and research communities as well as policymakers have refocused attention on the importance of fieldwork and clinical practice to high quality teacher preparation. As the Commission moves forward with revising the teacher preparation standards, a discussion of current requirements and expectations is warranted.

Recent Attention to the Importance of Field Experiences and Clinical Practice

In November 2010, the National Council for the Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP), released a major report on the importance of field experiences and clinical practice¹. The report of the Blue Ribbon Panel on Clinical Preparation for Improved Learning, entitled “*Transforming Teacher Education Through Clinical Practice: A National Strategy to Prepare Effective Teachers*” (<http://www.ncate.org/LinkClick.aspx?fileticket=zzeiB1OoqPk%3d&tabid=715>) posited that field experiences and clinical practice should serve as the primary and central focus for all teacher preparation programs. The Executive Summary from the report states:

The education of teachers in the United States needs to be turned upside down. To prepare effective teachers for 21st century classrooms, teacher education must shift away from a norm which emphasizes academic preparation and course work loosely linked to school-based experiences. Rather, it must move to programs that are fully grounded in clinical practice and interwoven with academic content and professional courses.

Following the release of this report, the State Alliance for Clinical Teacher Preparation was formed to help implement the goals and objectives of the Blue Ribbon Panel. The participation of California institutions has been critical to this effort. The goal of this Alliance is to foster collaborative partnerships among schools, districts, and higher education to develop more

¹ National Accreditation is voluntary, and 25 California institutions are currently accredited by NCATE/CAEP. National accreditation standards align with CTC common standards, but not with teacher preparation program standards. As a result, National accreditation cannot substitute for state accreditation.

effective state policies which support innovation, research, strong clinical preparation and partnerships.

In recent months CAEP has been revising all of its standards for national accreditation. Draft standards were released in July 2013 (<http://caepnet.files.wordpress.com/2013/02/commrpt.pdf>).

Appendix A includes the full text of the proposed standard related to clinical partnerships and practice. Action from the CAEP board is expected in fall 2013 on these proposed standards.

In addition to the work of CAEP, the Council of Chief State School Officers (CCSSO) recently released its report *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession* which also made the following recommendation related to fieldwork and clinical practice:

(http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf)

Recommendation 6. *States will adopt and implement rigorous program approval standards to assure that educator preparation programs recruit candidates based on supply and demand data, have highly selective admissions and exit criteria including mastery of content, provide high quality clinical practice throughout a candidate's preparation that includes experiences with responsibilities of a school year from beginning to end, and that produces quality candidates capable of positively impacting student achievement.*

Given the national emphasis and movement on this aspect of teacher preparation, as the Commission moves forward with revising the teacher preparation standards, a further discussion of current requirements and expectations for field experiences and clinical practice is appropriate at this time.

Data Related to Field Experiences/Clinical Practice in California Institutions

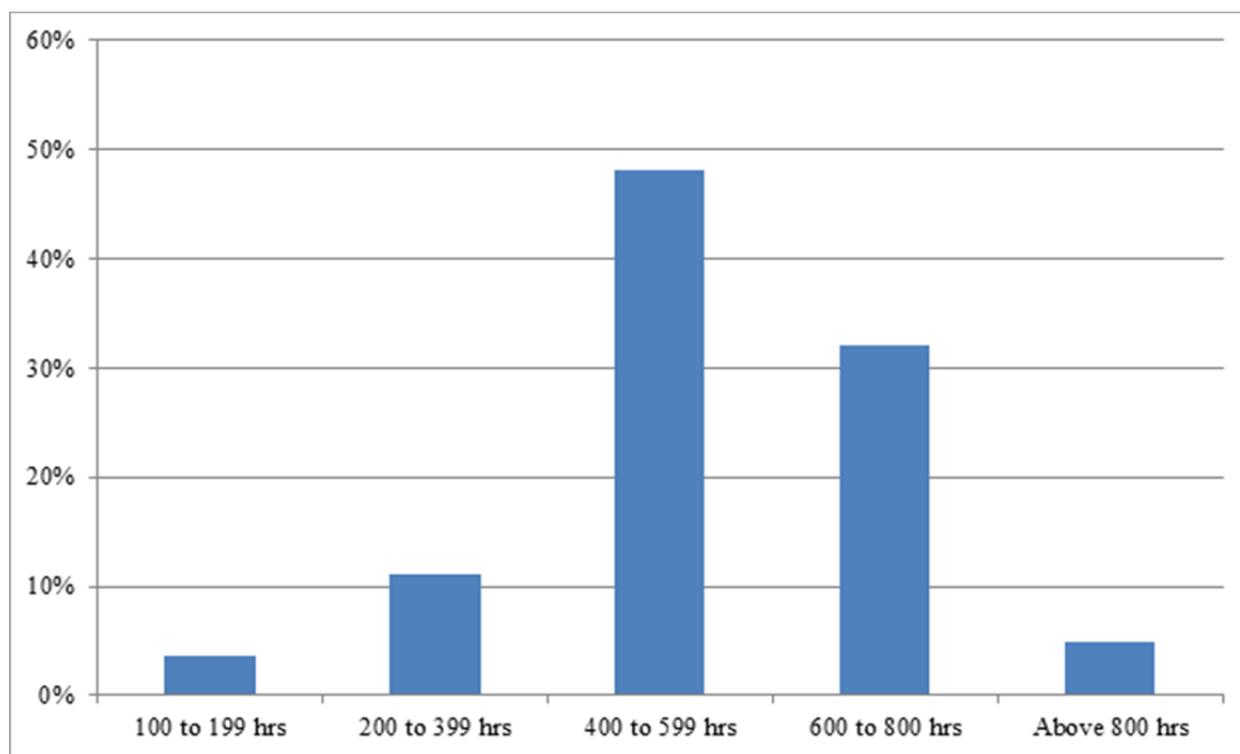
The Commission is designated as the agency responsible for the federal Title II data reporting on educator preparation programs. Title II of the Higher Education Act (HEA) is a federal mandate that requires all teacher preparation programs submit an Institutional and Program Report Card (IPRC) to the state in April and for the state to submit a report to the US Department of Education (Department) in October. In 2008, the HEA was reauthorized and substantial changes were made to the Title II reporting requirements. One of the new requirements is to report on supervised clinical experience.

The Department defines Supervised Clinical Experience as “*A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record.*” The Supervised Clinical Experience section of the IPRC collects data on (i) average number of clock hours of supervised clinical experience required prior to student teaching, (ii) average number of clock hours of supervised clinical experience required for student teaching, (iii) number of full time faculty supervising clinical experience, (iv) number of adjunct faculty (IHE and Pre K-12 staff) supervising clinical experience, and (v) number of students in supervised clinical experience during each academic year.

According to the data reported by institutions, in 2010-11, for the traditional student teaching (non-intern) pathway, the average number of clock hours required by institutions prior to student teaching ranged from 40 hours to 546 hours, with a mode (i.e., the most commonly reported value) of 45 hours. The average number of clock hours required for student teaching also ranged widely from 135 hours to 1,600 hours, with a mode of 480 hours. For the 2011-12 year the number of clock hours required prior to student teaching ranged from 0 to 480 hours and the mode was 60 hours. The average number of clock hours required for student teaching ranged between 135 hours and 1,600 hours and the mode was 480 hours.

Figure 1 depicts the distribution of average hours of required student teaching across California’s 81 institutions offering a traditional student teaching program. Nearly half (48%) required student teaching clock hours that ranged between 400 to 599 hours and another one-third (32%) required clock hours that ranged from 600 to 800 hours.

Figure 1: Distribution of average number of clock hours required for student teaching



Across the 81 institutions offering traditional student teaching programs, there were more than 600 full-time faculty supervising clinical experiences during the academic year 2010-11. Another 4,050 adjunct faculty supervised clinical experience. More than 19,200 students participated in supervised clinical experiences during the academic year. In 2011-12, about 600 full-time faculty and nearly 5,000 adjunct faculty provided supervision for clinical experiences. Table 1 summarizes the Title II data for California for the traditional student-teaching pathway for 2010-2012.

Table 1: Title II data (2010-12) on hours of field experience and supervisors of student teaching

	2010-11	2011-12*
Number of clock hours required <u>prior</u> to student teaching (Traditional pathway). [Mode]**	45 hours	60 hours
Number of clock hours required for student teaching (Traditional pathway) [Mode]	558 hours	571 hours
Number of full-time faculty supervising clinical experience in 2010-11	635	577
Number of adjunct faculty supervising clinical experience in 2010-11	4,049	4,897
Number of students in supervised clinical experience	19,243	16,363

**2011-12 data are preliminary; final data and analysis will be published as part of the annual report card in October 2013. ** Since the institutions reported clinical hours as average, a state-wide average cannot be calculated; so Mode (most commonly reported) number was reported.*

Current Commission Standards Related to Field Experiences

Commission standards require all programs engaged in the preparation of teachers to provide field experiences to their candidates. Common Standard 7, Preliminary Multiple and Single Subject Program Standards 14 and 15, and Preliminary Education Specialist Standard 15 all address field experiences and clinical practice requirements and expectations. The full text of these standards is provided in Appendix B. Together these standards describe the currently-expected length, type and range of experience as well as the type and qualifications of personnel supporting the candidate through the fieldwork and clinical practice experiences.

In general, the Commission’s standards specify that programs must:

- Design, implement, supervise and evaluate a sequence of field-based and clinical experiences for candidates
- Identify effective clinical personnel and site-based supervising personnel
- Require candidate reflection, observation, and assignments in order to observe, acquire and use appropriate pedagogical knowledge, skills and abilities
- Require candidates to participate in supervised daily teaching for a minimum of at least one K-12 grading period, including a full-day teaching assignment of at least two weeks
- Define the qualifications for individuals who provide school site support

Teacher Preparation Advisory (TAP) Panel Recommendations

The Commission’s Teacher Preparation Advisory Panel submitted its recommendations for improving teacher preparation programs in California to the Commission at the June 2013 meeting (<http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-4D.pdf>). Having reviewed the Commission’s current standards in the area of field experiences and clinical practice, the panel made the following two recommendations intended to strengthen the field experience component:

Recommendation 13. *The Commission should set minimum requirements for field experiences and provide greater clarity and specificity about minimum requirements for the types of field experiences, components of field experiences, and duration.*

TAP Panel Rationale for Setting More Explicit Minimum Field Experience Expectations

Research suggests that teachers who become teachers of record without having completed carefully structured and supervised field experiences are less effective in promoting student learning in their first years of teaching (Boyd, et al.2008; Zeichner & Conklin, 2005). Zeichner (2010) makes a strong case for states to require all individuals who are seeking initial licenses to complete a minimum amount of carefully supervised field experience prior to becoming legally responsible for a classroom of students. He suggests at least one semester (450 hours) of fulltime student teaching, internship or residency is the absolute minimum amount of supervised field experience that should be required. The NCATE Blue Ribbon Panel report (2010) also addresses the importance of clinical preparation and advocates that this model be at the core of teacher preparation and integrated into all aspects of teacher education in a dynamic way. Extensive clinical experience affords multiple opportunities for candidates to gain deeper understandings of the teaching profession, extends possibilities for collaboration and ensures a reasonable timeframe and opportunities for the review of teacher candidates' practice and their impact on students.

Establishing minimum standards that extend beyond one grading period and two weeks (which in some LEAs could amount to as little as three weeks of experience) would better guide teacher preparation programs in the development of the field experiences needed for high quality teacher preparation. In addition, other aspects of the field experience standards should be examined and enhanced in the areas of observations, student teaching and community interactions. Stronger and more rigorous expectations should be included about the types, intensity and duration of experiences candidates have teaching English learners. Similarly, more clarity should be given to the definition of what candidates experience with respect to the different phases of the school year. Finally, changes to these standards should address the perennial tension in our teacher preparation programs between the background experiences and knowledge of the candidates and the social, cultural and linguistic contexts in which they will be teaching, especially at the beginning stages of their careers. Despite concerted efforts to diversify our teaching force, there remains a racial imbalance between our students and their teachers. While recruitment efforts should continue in earnest, the standards should be augmented to require programs to provide field experiences that evidence ways in which their candidates acquire knowledge of community resources and assets as well as skills in integrating this knowledge into the curriculum and classroom experiences. These changes should not be prescriptive and should allow program sponsors to develop program responses that take their own institutional and other contexts into account. But currently the standards are so open to interpretation that they do not truly set a standard for the program sponsors that reflects what is increasingly agreed upon as high quality field experience.

Recommendation 14. *The Commission should revise the current Preliminary program standards addressing field experience and the quality of cooperating teachers and university supervisors. The revised standards need to delineate more clearly the Commission's expectations.*

TAP Panel Rationale for Setting More Explicit Expectations for Field Experience Supervisors and Cooperating Teachers

Studies of teacher candidate placement point to the value and importance of high quality cooperating teachers and university supervisors. Enhancing the current standards for cooperating teachers and university supervisors can ensure availability, support, and a positive field experience for teacher candidates. Additional elements should be added to the existing standards for cooperating teachers and university supervisors such that the following outcomes, at a minimum, are promoted:

- a. Clarification of the appropriate cooperating teacher and university supervisor knowledge and skills bases
 - For cooperating teachers, articulating this knowledge and skills base should be connected to ways in which they serve as both an instructional model and a mentor of pre-service candidates
 - For university supervisors, the knowledge and skills base must cover the realities of public school teaching as well as the use of effective strategies to mentor, guide, and redirect candidates in their development
- b. Evidence of structures of training and support that ensure adequate preparation for cooperating teachers and university supervisors to fully perform their roles
- c. Processes for periodic evaluation and review of educators in cooperating teacher and university supervisor roles such that quality standards for this aspect of teacher preparation programs are consistently monitored

Central to promoting standards for cooperating teachers is providing support to cooperating teachers. Currently, the program standards indicate that cooperating teachers should hold an appropriate credential and have a minimum of three years of experience teaching in California. Similarly, the university supervisor plays a critical role in the learning-to-teach process as they often are the only link cooperating teachers have with the university. University supervisors are representatives of the university, provide invaluable support to teacher candidates and cooperating teachers, and are often the first responders in terms of support and knowledge of what occurs during field experience. It is important to ensure university supervisors are chosen for their abilities to represent the university, support teacher candidates and aide cooperating teachers in providing a quality experience for teacher candidates. Currently, the requirements for university supervisors are to receive ongoing professional development concerning TPEs, responsibilities, and expectations for supervision and candidates. The current standards also state supervisors should be experienced, understand current theory and practice, model collegial practices, and promote reflection.

A Commission sponsored standards writing panel should review the existing standards for the distinct roles that support the field experience. This panel should especially investigate support structures for cooperating teachers. This panel should also determine the kinds of specialized knowledge that cooperating teachers should possess; at a minimum, this should include subject matter and pedagogical knowledge as well as

demonstrations of effective practice, special focuses on educating diverse learners, and skills, knowledge and abilities in mentoring. The panel should also focus on defining other types of support needed for successful operationalization of the role. This support might focus on special structures or resources at the classroom, school, district and teacher preparation program levels. Furthermore, the panel should focus on the knowledge, expertise, experiences and skills needed to perform the unique role of the supervisor, particularly as program standards are updated and aligned to address trends and developments in the K-12 public education context (e.g., knowledge of Common Core, ability to effectively teach English learners, students with special needs, etc.).

Showcase: Implementation of Fieldwork and Clinical Practice in Commission-Approved Preparation Programs

Three Commission-approved preparation programs for Multiple and Single Subject credentials have agreed to share information on their field experience and clinical practice components of their programs. Information about these programs will be provided in an agenda insert prior to the Commission meeting. The presenters will describe how their programs are organized along with various aspects of their fieldwork component such as: the length of their field experiences and clinical practice components, the types of support provided to their candidates, the criteria for selection of sites and master teachers, the training provided to those personnel supporting candidates during this component, how they ensure the connection between the coursework and practice, and how they establish effective partnerships with their K-12 school sites. The presenters have been asked to share the challenges they have experienced in ensuring high quality, effective clinical teaching experiences for their candidates and how the Commission's standards may facilitate or impede those efforts.

Discussion and Next Steps

The Commission's discussion on this topic will help inform future efforts to update and strengthen preliminary educator preparation standards related to field experience and clinical practice.

Appendix A Proposed CAEP Standard Related to Clinical Partnerships and Practice

Standard 2:

CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Glossary

Clinical Educators: All EPP- and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences.

Partner: Organizations, businesses, community groups, agencies, schools, districts, and/or EPPs specifically involved in designing, implementing, and assessing the clinical experience.

Partnership: Mutually beneficial agreement among various partners in which all participating members engage in and contribute to goals for the preparation of education professionals. This

may include examples such as pipeline initiatives, Professional Development Schools, and partner networks.

Stakeholder: Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.

Rationale

Education is a practice profession and preparation for careers in education must create nurturing opportunities for aspiring candidates to develop, practice, and demonstrate the content and pedagogical knowledge and skills that promote learning for all students. These developmental opportunities/ experiences take place particularly in school-based situations, but may be augmented by community-based and virtual situations. The 2010 NCATE panel report, *Transforming Teacher Education Through Clinical Practice*, identified important dimensions of clinical practice and the Commission drew from the Panel's recommendations to structure the three components of this standard.

Educator preparation providers (EPPs) seeking accreditation should have strong collaborative partnerships with school districts and individual school partners, as well as other community stakeholders, in order to pursue mutually beneficial and agreed upon goals for the preparation of education professionals. These collaborative partnerships are a shared endeavor meant to focus dually on the improvement of student learning and development and on the preparation of teachers for this goal. The partners shall work together to determine not only the values and expectations of program development, implementation, assessment, and continuous improvement, but also the division of responsibilities among the various partnership stakeholders. At a minimum, the district and/or school leadership and the EPP should be a part of the partnership; other partners might include business and community members.

Characteristics of effective partnerships include: mutual trust and respect; sufficient time to develop and strengthen relationships at all levels; shared responsibility and accountability among partners, and periodic formative evaluation of activities among partners. Darling-Hammond and Baratz- Snowden call for strong relationships between universities and schools to share standards of good teaching that are consistent across courses and clinical work. This relationship could apply, as well, to all providers. The 2010 NCATE panel proposed partnerships that are strategic in meeting partners' needs by defining common work, shared responsibility, authority, and accountability.

Clinical educators are all EPP and P-12 school-based individuals, including classroom teachers, who assess, support and develop a candidate's knowledge, skills, and professional dispositions at some state in the clinical experiences. Literature indicates the importance of the quality of clinical educators, both school- and provider-based, to ensure the learning of candidates and P-12 students. *Transforming Teacher Education Through Clinical Practice* described high-quality clinical experiences as ones in which both providers and their partners require candidate supervision and mentoring by certified clinical educators—drawn from discipline-specific, pedagogical, and P-12 professionals—who are trained to work with and provide feedback to candidates. Clinical educators should be accountable for the performance of the candidates they supervise, as well as that of the students they teach.

High-quality clinical experiences are early, ongoing and take place in a variety of school- and community-based settings, as well as through simulations and other virtual opportunities (for example, online chats with students). Candidates observe, assist, tutor, instruct and may conduct research. They may be student-teachers or interns. These experiences integrate applications of theory from pedagogical courses or modules in P-12 or community settings and are aligned with the school-based curriculum (e.g., Next Generation Science Standards, college- and career-ready standards, Common Core State Standards). They offer multiple opportunities for candidates to develop, practice, demonstrate, and reflect upon clinical and academic components of preparation, as well as opportunities to develop, practice, and demonstrate evidence-based, pedagogical practices that improve student learning and development, as described in Standard 1.

The members of the 2010 Panel on clinical preparation and partnerships consulted both research resources and professional consensus reports in shaping their conclusions and recommendations, including proposed design principles for clinical experiences. Among these are: (1) a student learning and development focus, (2) clinical practice that is integrated throughout every facet of preparation in a dynamic way, (3) continuous monitoring and judging of candidate progress on the basis of data, (4) a curriculum and experiences that permit candidates to integrate content and a broad range of effective teaching practices and to become innovators and problem solvers, and (5) an “interactive professional community” with opportunities for collaboration and peer feedback. Howey also suggests several principles, including tightly woven education theory and classroom practice, as well as placement of candidates in cohorts. An ETS report proposed clinical preparation experiences that offer opportunities for “Actual hands-on ability and skill to use . . . types of knowledge to engage students successfully in learning and mastery.” The report of the National Research Council (2010) concluded that clinical experiences were critically important to teacher preparation but that the research, to date, does not tell us what specific experiences or sequence of experiences are most likely to result in more effective beginning teachers.

Until the research base for clinical practices and partnerships is more definitive, “wisdom of practice” dictates that the profession move more forcefully into deepening partnerships; into clarifying and, where necessary, improving the quality of clinical educators who prepare the field’s new practitioners and into delivering field and clinical experiences that contribute to the development of effective educators.

Appendix B

Current Commission Standards Relating to Field Experiences and Clinical Practice

Common Standard 7: Field Experience and Clinical Practice The *unit* and its *partners* design, implement, and regularly *evaluate* a planned sequence of *field-based* and *clinical experiences* in order for *candidates* to develop and demonstrate the knowledge and skills necessary to educate and *support* all *students* effectively so that *P-12 students* meet state-adopted academic standards. For each credential and *certificate program*, the *unit* collaborates with its *partners* regarding the criteria for selection of school sites, effective *clinical personnel*, and site-based *supervising personnel*. *Field-based work and/or clinical experiences* provide *candidates* opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help *candidates* develop research-based strategies for improving student learning

Multiple and Single Subject Program Standard 14: Learning to Teach through Supervised Fieldwork

The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.

Qualified members of the teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school. In addition, each candidate must demonstrate a fundamental ability to teach in the major domains of the *Teaching Performance Expectations*.

By design, this supervised fieldwork sequence (a) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates' meeting the *Teaching Performance Expectations*, and (c) contributes to candidates' preparation for the teaching performance assessment. Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (a) state-adopted student academic content standards and curriculum frameworks; (b) students' needs, interests and accomplishments; and (c) the observed results of the strategies.

The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each candidate for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.

Prior to assuming daily responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements.

During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Prior to or during the program each Multiple Subject teaching credential candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9. Prior to or during the program each Single Subject teaching credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Integrated/Blended Program Delivery Model: The field experience begins in the candidate's first year in the Integrated/Blended Program and provides meaningful opportunities for career exploration into the nature and characteristics of teaching in California schools.

Intern Program Delivery Model: The teacher preparation program collaborates with the employing district in designing (a) structured guidance and regular site-based support and supervision and (b) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections, and individual and small-group teaching opportunities.

The teacher preparation program in collaboration with the school district ensure that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different from their regular assignment.

Multiple and Single Subject Program Standard 15: Qualifications of Individuals who Provide School Site Support

Sponsors of programs define the qualifications of individuals who provide school site support. These qualifications include, but are not limited to a minimum of the appropriate credential (including EL authorization) and three or more years of teaching experience in California. MS/SS Preliminary 37 Handbook Revised Program Standards May 2013

Sponsors of programs provide ongoing professional development for supervisors that includes the Teaching Performance Expectations (TPEs) and information about responsibilities, rights, and expectations pertaining to candidates and supervisors. Individuals selected to provide professional development to supervising teachers (a) are experienced and effective in supervising credential candidates; (b) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (c) model collegial supervisory practices that foster success among credential candidates; and (d) promote reflective practice.

Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (a) performance expectations for the candidate's teaching and pertaining to

his/her supervision of the candidate, and (b) procedures to follow when the candidate encounters problems in teaching.

Program sponsors in collaboration with cooperating administrators provide opportunities for each candidate to work in diverse placements with English learners, students with special needs, students from low socioeconomic backgrounds, and hard to staff schools.

Intern Program Delivery Model:

Program sponsors and the participating district collaborate in the selection of individuals who provide school site support and the placement of interns in teaching positions. Program sponsors and employing school districts ensure sites/teaching assignment for intern placement that will enable candidates to meet the program requirements. Each intern receives support from one or more mentor teacher(s) who are assigned to the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment.

Education Specialist Program Standard 15: Field Experience in a Broad Range of Service Delivery Options

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

Intern Program Delivery Model: This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.