

Discussion of Process Related to International Student Teaching Experience

February 2012

Overview of this Report

This report provides information on the issue of candidates completing field experience in locations other than California's public schools. This topic has been raised by a number of approved educator preparation programs and is presented here for the COA's discussion.

Staff Recommendation

Staff recommends that the COA discuss the topic of where field experience takes place and provide direction to staff.

Background

During the fall Independent California Colleges and Universities Council on Education of Teachers (ICCUCET) meeting held at the California Council on Teacher Education (CCTE) Conference, Commission staff were asked to discuss how or if approved education preparation programs could include Out-of-State (OOS) and/or Out-of-Country (OOC) clinical practice experiences for their candidates.

There have always been instances where a credential candidate began a teacher preparation program in California and prior to completing all requirements, often the final student teaching, the individual has had to move out of state or away from the preparation program. In those cases the program would often work with the individual candidate to support his or her completion of the preparation program's requirements. Teacher preparation programs at some of the private colleges and universities prepare individuals to work in private schools. Often these individuals complete a portion of the field experience in a private school and the remainder of the field experience in a public school. But lately there have been questions from programs about designing a program for candidates who will, by intention, complete a portion of the field experience in another country.

It would be helpful if the COA would discuss the topic of field experience and its expectations related to field experience. To support the discussion, the multiple/single subject program standards related to field experience (Standards 14 and 15) are provided in Appendix A. Three scenarios are provided in Appendix B which would allow the discussion to focus on specific possible field experience situations as illustrations. Appendix C includes additional questions and information which were used at the fall 2011 discussion of this topic.

The Commission requires candidates seeking a California Teaching Credential be prepared to meet the diverse needs of all K-12 students in California. The following excerpts from the Commission's adopted program standards address topics that need to be considered when programs place candidate in field experiences.

Standard 15: Qualifications of Individuals who Provide School Site Support. “. . . qualifications of individuals who provide school site support 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.**” This requirement (along with any additional qualifications defined by the program

sponsor) could be particularly critical for those providing support for any out-of-state or out-of-country placements.

Standard 14: Learning to Teach through Supervised Fieldwork. The candidate must be qualified/prepared (at the beginning level) to plan and organize instruction of the state-adopted K-12 academic content standards to foster student achievement and make content accessible to all students. How will the program sponsor/institution demonstrate that this was incorporated in each candidate's placement with appropriate supervision?

Questions:

Provided below are some of the questions that staff has discussed related to approved teacher preparation programs placing candidates in field experience in settings other than California's public schools.

- Is it possible for a program to meet California's Program Standards and prepare candidates to meet the needs of students in California's K-12 public schools in settings in private schools, in schools outside the state (OOS) or in schools out of the country (OOC)?
- Do the adopted standards appropriately define what field experience must include? The Commission is responsible for the development and adoption of program standards, but the Teacher Preparation Advisory Panel is about to begin meeting and information from the COA's discussion could inform that group's work.
- Should the COA provide guidance for programs requesting OOS or OOC clinical practice placements? If so, are there additional steps needed for approval or do the standards address the requirements and provide accountability regardless of the location of clinical practice?
- If a program is approved with significant portions of the field experience taking place outside of California's public schools, the burden of proof would be the responsibility of the program as to whether they can support a candidate's clinical practice appropriately in an out-of-state or International setting. However, program sponsors are asking for guidance to ensure they are aligned appropriately with the standards.
- Does the Commission's current accreditation practices provide sufficient assurances if a portion, or the majority, of the clinical practice takes place outside of California?

Next Steps

Based on COA discussion at this meeting, staff could bring back another agenda item reflecting the COA's discussion for further consideration.

Appendix A

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.

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.

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.

Appendix B

SCENARIOS

The following scenarios have been prepared to support the COA's discussion regarding requests from the field for MS/SS Field Experience options outside the state of California. The scenarios are representative of possible options but are not inclusive of all situations.

Scenario 1--Hybrid:

Our candidate has completed the first eight weeks of clinical practice in a California public middle school setting teaching Algebra I. He has an opportunity to complete his clinical practice in Thailand at a private high school where he will be teaching Algebra II & Geometry. One of our professors will be training the classroom teachers at this site to meet our master teacher requirements. The candidate will work with two teachers in Thailand and one of the teachers holds a current math single subject credential from California. Observations will be conducted by our current supervisors via SKYPE during actual classroom teaching time and through review of lessons taped and posted on our secure website. Candidates will meet with fieldwork supervisors through video conference to address concerns, successes, and steps for growth. All candidates will complete TPAs and participate in our student teaching seminar course via video conference.

Scenario 2—Out-of-State:

Our program would like to offer the California credential to candidates who reside in other states. Our planning is based partially on the movement toward Common Core Standards and our belief that we can prepare the candidates via long distance learning and provide appropriate placements and experiences that would mirror the K-12 classrooms in California. All MS/SS Credential Candidates will complete the required courses as outlined and approved in our recent program assessment submission. The delivery model for courses will be an online format with all classes taught by holders of a current California Credential in the appropriate content areas for the specific subject. Candidates will complete fieldwork and clinical practice in their state of residence under the guidance of a Master Teacher who has completed our online training module prior to being approved and accepted as a Site Based Supervisor for our candidates. Observations, supervision, and conferences with candidates and master teachers will be conducted through various forms of online connections. All candidates will be required to complete TPAs and follow the program as stated in our submission.

Scenario 3—International Public and Private School Setting with a portion of student teaching completed in California:

It has come to the attention of several countries that the California Teaching Credential is one of the best. As a result we have been asked by Japan (or Mexico, or China—you decide the country) to prepare their teachers, all of whom speak English, to be the best teachers possible. We would like to accept this challenge and allow them to complete our approved MS/SS California Teaching Credential. Our professors will be rotating their courses and teaching one semester via distance learning and the second semester they will be onsite teaching credential courses to the candidates in Japan. While in Japan the Professors will supervise candidates and train the Master Teachers to appropriately guide the candidates through their Clinical Practice. The K-12 school is an International Community and includes children from the homes of government officials, diplomats, and military families as well as students from the local community. Many of the teachers in the school have credentials from institutions located in the United States with two of the teachers holding California Credentials. While onsite our Professors along with distance University Supervisors will observe the candidates student teaching and provide feedback. All candidates will be required to complete one year of student teaching in Japan plus they will be required to come to our California campus and complete a minimum of one month of student teaching in a California Public School setting. All Candidates will be required to complete the TPAs and pass CBEST and CSET.

Appendix C

NON-CALIFORNIA PLACEMENT QUESTIONS FOR THE INSTITUTION

(Not inclusive of all concerns/situations):

How will Out-of-State or International Clinical Practice experiences align with California Common Standards and Program Standards?

- Diversity (comparable to K-12 students in California?)
- Does the Master Teacher meet the “District Employed Supervisor Criteria”? (Three years as a California teacher)
- How will candidates learn to teach the content of the state adopted K-12 academic content standards?
- What are the criteria for selecting the out-of-state or International school placement sites?
- How will this experience assist candidates in obtaining the skills necessary to educate and support **all students (the full range of learners) in California?**
- How will Candidate competency (knowledge, skills, and ability to use appropriate instructional strategies) be demonstrated and assessed in this out-of-state setting?
- What additional care should be taken when advising Candidates considering out-of-state placements?
- Was the placement consistent with the reading/language arts requirements and frameworks for MS candidates including experience with beginning/struggling readers?
- How will the program assigned supervisors be trained and assessed regarding their ability to guide, direct, and evaluate candidates?
- How do TPAs fit into this out-of-state placement?
- What are the procedures a program might need to consider when a candidate encounters problems with the placement while teaching out-of-state or country?

ADDITIONAL INFORMATION:

- MS requires participation in two or more of the following grade spans: K-2, 3-5, and 6-9 in a self-contained classroom setting.
- SS requires candidates to teach in placements that differ in content and/or level of advancement (Algebra 2 taught to 10th grade students and then to 11th grade students would not meet this requirement due to the same content being taught. However, Algebra 1 and Algebra 2 would meet this requirement.)

Questions and Information discussed at the Fall 2011 ICCUCET meeting

- Since there is not a specific amount of time (a grading period) associated with the Clinical practice (Adequate time to complete all requirements) one option to consider would be a portion of the clinical practice in California (perhaps shortened but meeting all the above requirements) with an additional placement in the International or Out-of-State site.

CURRENT PRIVATE SCHOOL PLACEMENT OPTIONS:

- A portion of the Clinical Practice may occur in a private school setting
- Must be combined with Clinical Practice in a public setting (% determined by the institution)

CURRENT GENERAL Clinical Practice (Student Teaching) Guidelines (derived from the adopted program standards)

DISTRICT EMPLOYED SUPERVISOR CRITERIA (Master Teacher):

- Certified and Experienced in the content area/credential
- Knowledgeable and supportive of Academic Content Standards
- Trained in supervision and oriented to the role
- Evaluated and recognized in a systematic manner
- Selection based on identified criteria
- Three years of teaching experience in a California setting

CANDIDATE EXPERIENCES:

- Sequence of field-based and clinical experiences
- Candidates develop and demonstrate the knowledge and skills to demonstrate they are prepared to teach K-12 students and help them meet the California K-12 state-adopted academic standards.
- Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity