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Information/Action

Educator Preparation Committee

Fieldwork Requirements: Guidance for Teacher Preparation Programs

Executive Summary: This agenda item is a follow up to an introductory item in April 2017 on fieldwork and clinical practices for educator preparation programs. In this item, staff presents issues for Commission discussion to help provide clarification and guidance for Preliminary Multiple and Single Subject credential programs.

Recommended Action: That the Commission approve the issuance of guidance related to appropriate requirements for fieldwork/clinical practice.

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Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Fieldwork Requirements: Guidance for Teacher Preparation Programs

Introduction

At the [April 2017 Commission meeting](#), staff introduced an item that focused on the fieldwork and clinical practice requirements for all educator preparation programs. In addition to summarizing the Commission's discussion on the broad topic of fieldwork and clinical practice, this item focuses the discussion of fieldwork on specific questions and clarification needed for implementation of the new Preliminary Multiple and Single Subject Program Standards (2015). Commission discussion of these topics will help inform the field, guide the preparation of training for the next Board of Institutional Review (BIR) training, and assist teams as they prepare for accreditation reviews in 2017-18.

Background

The Commission discussion at the April meeting is summarized in the following main points:

Common Standard 3 requires that all educator preparation programs at all institutions include fieldwork. The Commission confirmed that the intent behind Common Standard 3 is that all educator preparation programs must include elements of fieldwork and/or clinical practice. These requirements may vary in scope from credential area to credential area, but all programs, even shorter length programs such as added authorization programs, are expected to be in alignment with Common Standard 3 and include opportunities for candidates to practice and be assessed in working with TK-12 students appropriate to the credential area or authorization sought. The Commission reiterated its expectation that there should be flexibility in the manner in which programs meet the standard in a way that suits their program best.

All candidates need to be properly supervised until they have completed all credential requirements and are fully licensed. The Commission discussed the commitment to the public that all TK-12 students are under the care of fully certified individuals. It reiterated the importance of a fully licensed professional overseeing and supervising the work of a candidate.

More needs to be done to ensure that TK-12 schools have the support, resources, and personnel to allow them to be full partners in preparing future educators. There is often a misconception that educator preparation is the responsibility of colleges and universities alone. In reality, TK-12 schools are an essential part of preparing future educators during fieldwork placements and throughout a new educator's career. Educator preparation programs are required to ensure appropriate placements that will provide candidates with environments in which to practice strategies and refine their teaching skills while being provided with a strong system of support and guidance from veterans. However, TK-12 schools are not required to accommodate teacher candidates and there are limited incentives

for schools that do. A number of challenges stand in the way of TK-12 schools accepting candidates onto their campuses. These challenges include a shortage of master teachers and other veteran practitioners given increasing demands on their time from a number of other important efforts, increased attention on liability issues that result in extensive and complex Memoranda of Understanding, and disruptions caused by rotating candidates through school sites for fieldwork and clinical practice. New structures and strategies need to be explored to support TK-12 schools in their vital role in supporting educator preparation. For instance, the Commission could provide guidance on MOUs by convening stakeholders, including representatives of educator preparation programs and K-12 human resource personnel. The development of guidance in this area may assist with this complex endeavor.

The Commission could partner with higher education institutions across the spectrum – CSU, UC, and independents, to learn more about high leverage practice in fieldwork and clinical practice by encouraging and supporting additional formal research. Institutions of higher education are well positioned to lead this work. In particular the newly formed California Teacher Education Research and Improvement Network, an effort funded by the UC Office of the President, has a primary aim to conduct research in areas of need with respect to State policy. Additionally, both the CSU and many independent institutions have expressed particular interest in using their exceptional research capacities and experience in this area to guide these efforts.

A symposium, or other similar opportunities to collaborate, of educator preparation programs, TK-12 partners and relevant governmental agencies and representatives could be convened. This convening would identify models of best practices for developing an overall vision for preparing new educators and for providing high quality fieldwork and clinical practice opportunities for all prospective educators. The Commission recognizes that a successful system of educator preparation must include the input and perspective of all critical stakeholders – programs, candidates, employers, veteran practitioners who serve as master teachers, government agencies and the TK-12 schools.

Although it is expected that the issues raised with respect to fieldwork will continue over the course of several meetings, the remainder of this agenda item focuses on some of the issues that could warrant additional clarification specific to the Preliminary Multiple and Single Subject Program Standards. Commission input on these topics will provide consistent guidance to the field.

Fieldwork and Clinical Practice Issues Related to Preliminary Multiple and Single Subject Programs

The Commission took action in 2015-16 to substantially strengthen the language in the standards related to fieldwork and clinical practice for the Preliminary Multiple and Single Subject (MS/SS) Program Standards. The Commission staff has spent numerous hours in the field providing technical assistance as institutions begin to implement these standards. As the Commission staff has worked with the field, some questions have arisen with respect to the interpretation of language within the standards and the flexibility that will be afforded to institutions in meeting

some of the provisions in the standards. This discussion will have significant impact on staff guidance to programs and accreditation teams to ensure that the interpretation of the standards is consistent with the Commission's intent. Board of Institutional Review training will take into account the Commission's intent and ensure that the training reviewers receive is consistent with this intent.

MS/SS Program Standard 3: Clinical Practice contains the majority of the language related to fieldwork and clinical practice. The entire text of this standard is included as Appendix A. Some of the more prevalent issues concerning specific language from the standards are presented below followed by possible guidance language for the Commission to consider and provide input to staff. In some cases, staff poses questions for the Commission to consider and guidance language would be developed or the proposed guidance language altered based on direction from the Commission.

1. *"Clinical Practice is a developmental and sequential set of activities..."*

Possible guidance language: It is the expectation of the Commission that fieldwork experiences evolve over the course of the program, increasing in responsibility as the candidate moves closer to completion of the preparation program and licensure. Candidate experience can encompass a wide variety of activities that range from observation of veteran teachers modeling good practice in instruction, to beginning practice using various teaching strategies in diverse settings, to assuming full responsibility for students in the classroom and demonstrating pedagogical competence.

2. *"Clinical Practice...must consist of a minimum of 600 hours of clinical practice across the arc of the program."*

Possible guidance language: It is the expectation of the Commission that clinical experiences included in the 600 hours will take place throughout each candidate's preparation program and must be purposely designed and selected and must be under the guidance and supervision of a master teacher/veteran practitioner and/or course instructor. This experience provides candidates with the opportunity to practice the knowledge and skills that the candidate is learning during the preparation period. It may include all instructional hours in which a veteran practitioner (master teacher) or program supervisor is present and providing guidance, working with professional learning communities and other veteran practitioners on instructional strategies, working with the master teacher or other veteran practitioner in addressing particular student's instructional needs, and co-planning with the master teacher or other veteran practitioner. Among activities that cannot be included in the 600 hours are general lesson planning typically done independently or hours spent in supervising extracurricular activities.

3. *"Student teaching includes a minimum of four weeks of solo or co-teaching or the equivalent"*

Possible guidance language: “Solo or co-teaching or the equivalent” includes those activities of clinical practice in which the candidate plans or co-plans the lessons, delivers the lessons, and assesses or grades student work. In addition, during this period, the candidate fully participates in the school environment paralleling the responsibilities of the teacher of record. This is intended to provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence.

Questions to consider:

- a) Do the four weeks of solo or co-teaching have to be contiguous?
 - b) Under what circumstances might it be appropriate for the 4 weeks not be contiguous? What parameters should be in place if the experience is not contiguous to ensure that the experience fully parallels the responsibilities of the teacher of record?
 - c) Are there other considerations for determining whether a program is providing an “equivalent” solo/co teaching student teaching experience of four weeks?
4. *“For interns, early field experience would take place in an experienced mentor’s classroom.”*

Possible guidance language: For candidates in an intern pathway, early fieldwork, including experiences provided during the required 120 hours of preservice should be in classrooms of practitioners qualified to serve as mentors. Additionally, after the intern has become the teacher of record, programs should provide the intern with early opportunities to observe experienced practitioners. These opportunities could include other teachers providing demonstration lessons in the intern’s classroom, and opportunities to collaborate with other teachers.

5. *“Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California’s adopted content standards and frameworks and the school reflects the diversity of California’s student populations.”*

Given that the Commission is now making a distinction between the broader term of fieldwork and the more specific clinical practice, the language above may need clarification to the field. While these 150 hours could include a student teaching experience within a single classroom under the guidance of a veteran practitioner, staff is requesting confirmation from the Commission that these hours could also be met through a wide variety of fieldwork and clinical practice experiences.

Possible guidance language related to defining “diverse school setting”:

The context of the school must reflect California’s public schools relative to all of the following:

- ethnicity of the students

- number of students from families under the federal poverty level, number or percent of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio economic income ranges
- languages spoken by the students, including English learners
- the inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e. student study team and individualized education program processes

Possible guidance related to defining: “curriculum that is aligned with California’s adopted content standards and frameworks”:

Prior to placing student teaching candidates in schools, the program must review the curriculum to ensure that it is equivalent to California’s adopted content standards and curriculum. It is the onus of the program to provide evidence that this is met.

Question to consider:

- a) To what degree does the curriculum used at a school have to align with the Common Core State Standards (CCSS)? For example, would a college preparatory high school that has a more traditional sequence for their mathematics courses (e.g. Algebra 1, Geometry, Algebra 2, Trigonometry), but isn’t explicitly aligned with the CCSS, be an acceptable site for placement for a student teacher? What would the program have to provide to demonstrate that alignment? What if the program bridged the gap of knowledge and practice of the CCSS, would that be acceptable?

Additional guidance regarding placing candidates at private schools:

Education Code prohibits interns from being placed at private schools. Interns working toward a special education teaching credential may be placed in Non-Public schools.

6. *“The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester.”*

Possible guidance language:

The language in the standard is very specific and is intended to ensure that all candidates in clinical practice are provided with adequate supervision and evaluation. As this agenda item previously stated, at the April 2017 Commission meeting, the Commission confirmed that all candidates need to be properly supervised until they have completed all credential requirements and are fully licensed. However, different programs have different lengths and structures that need to be considered. This requirement is equivalent to supervision and formal evaluation occurring approximately every 3 weeks. Therefore, each candidate must receive feedback on their teaching, aligned to the TPEs, approximately every 3 weeks, for the duration of their program.

Questions to consider:

The language of the standard does not include “or the equivalent” language suggesting that it should be interpreted strictly. In addition, this language applies to all pathways – traditional and intern. However, the Commission discussion on this topic at previous meetings included consideration of a variety of possible models that could allow programs the flexibility to distribute formal supervision at various points in the program depending on the developmental approach reflected in the program. This raises the following questions:

- a) Can programs redistribute the number of supervisions involving formal evaluation of each candidate to align with their developmental approach? That is, as long as the candidates receive the equivalent number of formal observations by the end of the program, are being supported throughout the program, and have a sound rationale that supports their developmental approach to practice, can flexibility be allowed to programs?
 - b) Does this language apply specifically to one-year programs? Should programs that are longer in duration be permitted to supervise their candidates less frequently over the length of the longer program?
7. *“The minimum amount of district-employed supervisors’ support and guidance must be 5 hours per week”*

Possible guidance language:

This standard language applies to all pathways – traditional and intern. Support and guidance includes a variety of activities including lesson-modeling, observation and coaching, co-planning and feedback on lesson planning, problem-solving regarding instruction, classroom management, access to curriculum, other student-related issues, grade-level meetings, email and phone conversations with district-employed supervisor.

Questions to consider:

- a) Can institutions distribute the hours of support and guidance throughout the program differently than 5 hours per week if they can justify that the candidates are receiving the assistance they need when needed. Can this be an average of 5 hours per week over the semester/quarter?
- b) Must programs that are longer than one year provide the 5 hours per week of support and guidance throughout the entire program? Requiring longer programs to continue to provide 5 hours per week throughout the length of a program could mean candidates are getting a greater number of hours in total of support than one year programs and therefore could be more costly. However, it also ensures that the candidate receives the necessary support for the duration of his or her program.

8. *“Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs...”*

Possible guidance language:

The new standards require that there be a means by which the program documents clinical supervision, either in person, through synchronous video, or video capture. The instruction is assessed against the adopted TPEs and generates data. The data is used to assist the individual candidate but also examined across the program to understand where program improvements are needed.

Next Steps

Given the results of the Commission discussion, staff will prepare guidance for the field in the form of program sponsor alerts and technical assistance. In addition, staff will work with the Committee on Accreditation to refine the Board of Institutional Review training to enhance reviewers' appropriate interpretation of the standards and ensure sufficient calibration. The guidance will inform accreditation visits in 2017-2018 and beyond.

Appendix A

Preliminary Multiple/Single Subject Credential Program Standards

Program Standard 3: Clinical Practice

A. Organization of Clinical Practice Experiences

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced mentor's classroom.

Dual credential programs leading to both a general and a special education credential are required to have substantive experiences in general education, inclusive, and special education settings within the 600 hours, and are encouraged to extend clinical practice for an additional 150 hours.

Candidates who are working in private schools and seeking a credential are required to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.

B. Criteria for School Placements

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic

and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

C. Criteria for the Selection of Program Supervisors

The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

D. Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor)

The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.