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# 2B

## Information/Action

### *Educator Preparation Committee*

### **Discussion of Implementation Issues Relating to Clinical Practice for Preliminary Multiple Subject and Single Subject Credential Programs**

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**Executive Summary:** This agenda item presents for the Commission's discussion a number of complex issues and questions about clinical practice that have been identified during the first three years of implementing the 2016 program standards.

**Recommended Action:** That the Commission discuss the issues presented in this item and provide some direction for staff to move forward appropriately.

**Presenters:** Jake Shuler, Consultant, and Cheryl Hickey, Administrator, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- b) Effectively and efficiently monitor program implementation and outcomes, hold all approved educator preparation programs to high standards and require continuous improvement through the accreditation process.

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# Discussion of Implementation Issues Relating to Clinical Practice for Preliminary Multiple Subject and Single Subject Credential Programs

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## Introduction

This agenda item presents for the Commission's discussion a number of complex issues and questions about clinical practice that have been identified during the first years of implementing the 2016 Preliminary Multiple Subject and Single Subject (MS/SS) program standards. Commission discussion on these topics is necessary in order to ensure appropriate implementation and review of the standards and to ensure that the guidance staff provides to institutions is clear and consistent with the expectations of the Commission.

## Background

In 2016, the Commission adopted the current [Preliminary Multiple Subject and Single Subject \(MS/SS\) credential program standards](#). The development of these standards was part of the Strengthening and Streamlining Accreditation Project. That project consisted of a number of efforts, including development and adoption of new general education teacher preparation standards, new teacher induction standards, policies, and regulations, and approval of new accreditation policies and procedures. Also included was the development and implementation of revised performance assessments for prospective teachers and administrators, new outcomes measures and tools, including survey data, and development of an accreditation data system and data dashboards.

The current Preliminary MS/SS Program Standard 3: Clinical Practice is included as [Appendix A](#) of this item. It contains four sections:

- A. Organization of Clinical Practice Experiences,
- B. Criteria for School Placements,
- C. Criteria for the Selection of Program Supervisors, and
- D. Criteria for the Selection of District-Employed Supervisors.

All MS/SS Preliminary programs were required to transition to the new standards by fall 2017. As institutions started to implement the new clinical practice standard language, questions began to emerge from program personnel. To address some of the issues that arose almost immediately after implementation of the 2016 standards, staff developed and issued a clinical practice guidance document that was shared with the public in September 2017. The responses in that guidance document were developed from Commission discussions on this topic. This guidance document is available as [Appendix B](#) to this agenda item.

## **Defining Clinical Practice and Student Teaching**

In its 2018 report entitled *“A Pivot Toward Clinical Practice, Its Lexicon, and the Renewal of Educator Preparation”*, the Clinical Practice Commission of the American Association of Colleges for Teacher Education (AACTE) defines clinical practice as:

“Teacher candidate’s work in authentic educational settings and engagement in the pedagogical work of the profession of teaching, closely integrated with educator preparation course work and supported by a formal school-university partnership. Clinical practice is a specific form of what is traditionally known as field work.”

AACTE notes that clinical practice is “a valuable, necessary, and fundamentally non-negotiable component of high quality teacher preparation.”

The terms “clinical practice” and “student teaching” have often been used interchangeably. However, Commission staff provides the following distinctions in these terms in order to clarify how the terms should be interpreted in the standards and in guidance to the field.

The term “clinical practice” should serve as the broadest term describing those experiences that a candidate has within a TK-12 classroom or school community that are organized by their preliminary credential program. For a student teaching pathway, these experiences span from early fieldwork through one’s student teaching placement in a master teacher’s classroom to a culminating solo or co-teaching experience that approximates for the candidate what it will be like to have a classroom of one’s own. Program Standard 3(A) requires the candidate to complete a minimum of 600 hours of clinical practice. For the Commission’s purposes, the term “field experience” is considered synonymous with “clinical practice.”

Early fieldwork activities include observations and classroom assisting, when the candidate is not necessarily planning instruction or leading instruction in the classroom. Because clinical practice is the broadest term, it also includes time spent in student teaching. The term “student teaching” refers to that part of clinical practice in which a candidate has been assigned a specific district-employed supervisor (e.g. master teacher) and is taking part in the planning, leading and assessment of instruction within the classroom. The expectation of the Commission is that, by far, the largest portion of the 600 hours of required clinical practice takes place during the candidate’s student teaching and includes a culminating requirement of a minimum of four (4) weeks of solo or co-teaching. Every candidate must have satisfied the subject matter requirement before beginning student teaching, and the Teaching Performance Assessment (TPA) is most appropriately completed during the student teaching portion of clinical practice.

## **Questions on Clinical Practice Requirements**

The current set of standards related to clinical practice differs in significant ways from the previous version. In an effort to both strengthen and streamline the standards, some of the language of the current standards is broader and more general than in previous versions, while other parts of the standards are more specific. One of the objectives with the new standards was for the Commission to provide institutions with broader flexibility that allows for a range of different ways to meet the standards, while ensuring more consistency and “stricter

parameters” around selected high leverage aspects of teacher preparation by being more explicit and specific than in the past.

An example of where the Commission was more prescriptive than in previous standards is the minimum 600 hours of clinical practice required for candidates in a Multiple Subject and Single Subject (MS/SS) credential program. Previously, there was no Commission-established minimum number of clinical practice hours, resulting in widely differing requirements from institution to institution for candidates seeking the same credential. The Commission identified the importance of ensuring a minimum benchmark that all programs must meet and hence, adopted a minimum number of clinical practice hours for all Preliminary MS/SS candidates.

An example where the Commission was less prescriptive in the new standards is the removal of the requirement that candidates must have two different student teaching placements. In the prior set of standards, each Multiple Subject credential candidate was required to have separate placements in two of the three grade bands K-2; 3-5; and/or 6-8. Similarly, Single Subject candidates were required to have separate placements in two different grade levels or content areas within the authorization of the credential. This was often met by one experience in middle school and one in high school, or in two different courses authorized by the credential, such as World History and US History for a social science candidate. Removing this requirement for two different placements was important to allow teacher residencies to flourish in California. However, allowing for a single placement raises additional questions that now need to be considered.

It is important to note that there are approximately 178 currently active Preliminary Multiple Subject or Single Subject teacher credential preparation programs across 110 different institutions. These programs include intern programs, integrated undergraduate programs, residency teaching, co-teaching, and student teaching models. Candidates in these various programs complete their clinical practice in a wide variety of settings that reflect the full range and diversity of schools in California. In the two years that the standards have been implemented, many questions have been raised by both institutional and TK-12 personnel, as well as Commission staff, about whether a particular setting or placement meets the letter and intent of the standard language. It is critical that both staff and the field are clear as to the Commission’s direction on each of the issues identified. If the Commission believes that changes to some of the specific language of the adopted standards are necessary, staff will develop draft language for a future Commission meeting.

Some of the questions that have arisen since the release of the 2017 clinical practice guidance document are presented below for Commission discussion and direction. For each of these questions, the Commission can choose to:

- 1) Maintain the language of the standard as adopted.
- 2) Maintain the language of the standard with some flexibility provided to the programs to implement. This option may require some additional direction and guidance to the staff and to the field.

- 3) Identify that some revisions to the standard are needed to ensure implementation is consistent with expectations set forth by the Commission and consistency across programs.

For organization purposes these questions have been categorized by the following topics:

1. 600 Hours of Clinical Practice
2. Supervision of Candidates during Clinical Practice
3. Appropriate Settings for Clinical Practice
4. Multiple Subject Candidates in Middle School Placements

### **Issue 1. 600 hours of Clinical Practice**

#### Early Field Experiences and Student Teaching Hours

*What is the appropriate distribution of time between early field experiences and student teaching? What quality indicators might the Commission identify that would provide institutions and review teams with guidance to ensure appropriate depth, breadth and distribution across these experiences?*

Standard 3A states that programs “...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.”

The MS/SS programs standards do not specify how clinical practice hours should be divided, how much of the time should be spent in early fieldwork and how much in a student teaching placement. Because programs are designed differently and respond to different local contexts, there are wide variations in how these experiences are structured. Some programs spend much larger periods of time on early fieldwork and less time in student teaching experiences than other programs.

Accreditation review teams are asked to ensure that programs are aligned to the clinical practice standards and that there are appropriate opportunities for candidates to learn, practice, and be assessed on the TPEs. Staff, accreditation teams and the field have understood the Commission’s expectation to be that the largest portion of the 600 hours of the clinical practice would be completed within student teaching, where candidates are provided with multiple opportunities to practice their pedagogical skills and to purposely and deeply engage in developing their own practice under the guidance of both a master teacher and a program supervisor. Because the standards do not explicitly state these expectations, there have been times when accreditation review teams believe that a program’s clinical practice experience meets the letter of the standards, but the student teaching experiences lack the depth and breadth to best prepare candidates. At times, lack of specificity in the standards has made it challenging for teams to determine a finding in this area.

It is important to note that review teams have not asked for more specificity in how the 600 hours should be divided. Such specificity could work against the current flexibility that programs have to structure clinical practice in a way that best meets the needs of their credential candidates. However, some clarification about the characteristics or aspects of clinical practice experiences that address the necessary depth of the student teaching portion may help ensure that programs are designed in such a manner that is consistent with Commission expectations and that the accreditation system is appropriately upholding the Commission's expectations in this area.

The new Education Specialist standards take a different approach to defining expectations for early field experience in part to provide access to general education settings as part of the common trunk of preparation established by the Commission. Candidates are required to complete 200 hours of early field experience in a setting that will allow them to address the general education TPEs. Candidates seeking both a Multiple or Single Subject credential and an Education Specialist credential may need to complete this requirement before their formal student teaching placement.

#### School Year Timing for Clinical Practice

*Do the required 600 hours of clinical practice have to span a full school year or can a candidate start and complete clinical practice in a single block of time, for example the first 24 weeks of the school year or last 24 weeks of the year?*

Standard 3A states: "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 previous set of standards required that the candidate experience "all phases of a school year on site..." The language of the current standard requires the 600 hours of clinical practice be "across the arc of the program," but does not indicate that it must be "across the arc of the school year." Some programs have questioned whether the intent of the Commission was to maintain an experience for candidates that includes experience with all parts of the school year, including beginning, middle and end, or whether more flexibility was intended to allow for different configurations of the clinical practice experience for candidates, some of which may not include aspects of an entire school year.

#### Solo or Co-Teaching Requirement

*What percentage or number of hours of the school day must a candidate teach during the required minimum four (4) weeks of solo or co-teaching period specified in the standards?*

Standard 3(A) states: "Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent."

As part of the 600 clinical practice hours, a culminating experience of at least four (4) weeks of solo or co-teaching or its equivalent must take place. The language of the standard does not,

however, specify how much of the school day is required to meet the requirement of four weeks solo or co-teaching. As a result, inconsistencies in candidate experiences could exist, particularly between MS and SS candidates. In some Single Subject credential programs for instance, the candidate may be teaching one or two periods in their four-week culminating student teaching experience, while in most multiple subject programs the candidate typically has responsibility for a large portion of the full school day (approximately five hours). Some programs have argued that, although differences in actual number of hours expected during this time may exist between MS and SS program requirements, there may be compelling reasons for that difference related to the contexts in which these candidates are preparing to teach. The Commission may want to determine whether it should further define the expectations for programs around this four-week solo or co-teaching culminating experience or whether current flexibility for programs in defining the amount of time within these four weeks of solo or co-teaching or the equivalent should be retained.

## **Issue 2. Supervision of Candidates During Clinical Practice**

### Program Supervisor Observations of Clinical Practice

*Can some or all of the candidate observations required of the program supervisor be completed by district-employed supervisors rather than program supervisors?*

Program Standard 3(A) states: “[t]he 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 supervisor support and guidance must be 5 hours per week.” By including language for both program supervisor and district-employed supervisors, the standard implies that candidates should have support from one individual from the program and one individual from the school/district and that the required observations by the program be completed by someone who is part of the Commission-approved program. Historically, the two different supervisors were required so that each candidate received feedback from two different educators. The language of the standard makes it clear that these program supervisor visits must include formal evaluation of the candidate that includes data collection and evaluation based on the TPEs.

Typically, in a university-based program, the university would assign a program supervisor from the university and the district-employed supervisor/master teacher would be an employee of the district or school. Programs have asked whether there are situations in which a program supervisor can be someone other than an employee of the program, such as another teacher at the same school site as the student teacher, as long as they are not the same person as the site-based supervisor. In such a scenario, there are still two different individuals supporting the candidate but one is not an employee of the credential program. Instead they serve as more of a “program liaison” on behalf of the program. The Commission may wish to clarify whether programs should be provided with the flexibility to determine who can serve in these roles as long as the candidate is being well served by both the program and the district/school.

*Does the Commission wish to more clearly define the role of the program supervisor in the standards?*

Program Standard 3(A) indicates the number of formal observations and the individual responsible for conducting the observations, however, it does not specify what needs to take place more broadly between the candidate and the program supervisor. Standard 3(A) requires that supervisor visits include formal evaluation of the candidate that includes data collection and evaluation based on the TPEs. Beyond these specifications, the Commission may wish to discuss whether clarity is needed for the role of the program supervisor. Most agree that the relationship between the program supervisor, district-employed supervisor and candidate should be a rich collaboration, but some have indicated that this expectation is not adequately reflected in the standard which focuses primarily on observations.

#### District-Employed Supervisor Qualifications

*Is it appropriate to pair a candidate with a district-employed supervisor (i.e. master teacher) who holds a Supplementary or Subject Matter Authorization in the content area rather than a master teacher whose clear credential was issued in the content area for which they are providing supervision?*

Program Standard 3D states “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.”

Some programs have raised concerns over the transactional nature of historical placement process that at times have led to candidates being placed with district-employed supervisors that do not best meet their individual needs. The Commission may want to further discuss, and perhaps further define, the nature of such collaborative processes that would strengthen the coherence between the program and clinical practice experience of the candidate.

The specificity of the standard suggests that the candidate should not be placed in a classroom with a district-employed supervisor unless that person holds a clear credential in the subject area sought by the candidate. However, some programs have identified challenges in following this standard for every placement, particularly in hard to staff schools, rural schools, and in some subject areas. The Commission may find it acceptable for the program to be provided some flexibility in this area. For instance, would it be acceptable to the Commission to allow programs to place a candidate in a classroom of a district-employed supervisor who is serving on a supplementary or subject matter authorization in the content area, but who holds a clear credential in another area?

Supplementary authorizations allow the holder to add one or more subjects to his or her teaching credential by verifying 10 upper division or 20 lower division units in the content area.



Subject matter authorizations are added to a credential to allow an individual to teach a class in a subject outside the area in which he or she earned a credential. A subject matter authorization requires 32 units in the content area. No pedagogy course is required for either authorization. Allowing program flexibility to determine whether the district-employed supervisor has demonstrated successful teaching on a supplemental or subject matter authorization may be something that the Commission would like to consider.

Further, in some school communities where there exists extreme staffing challenges, the Commission may want to consider providing programs with the flexibility to place candidates in classrooms where the master teacher does not hold the appropriate certification in the credential content area sought by the candidate as long as the program also assigns another person to serve as the district-employed supervisor who does hold the appropriate certification as described above to ensure that candidate receive appropriate support and supervision.

#### Initial Training for District-Employed Supervisors

*What aspects of the role of district-employed supervisors should be addressed in the initial training for these individuals?*

Standard 3D requires that “the program provides district-employed supervisors a minimum of 10 hours of initial orientation...” By far, the largest number of questions about the standards have been on this particular issue. As a result, staff issued [PSA 19-05](#) to provide some guidance to programs. The PSA clarified that the initial orientation should include information about program curriculum, effective supervision approaches such as cognitive coaching and adult learning theory, and content specific pedagogy and instructional practices. The PSA clarified that this requirement is for all new district-employed supervisors and that the program may determine on an individualized basis what kind of orientation or training a veteran district-employed supervisor may need. In addition, it also noted that ongoing support by the program should be provided to the district-employed supervisors to help them remain current with respect to knowledge and skills for supervision and program expectations. The Commission may want to indicate if there are other specific areas in which more explicit guidance is needed.

### **Issue 3. Appropriate Settings for Clinical Practice**

*It is clear that a Multiple Subject or Single Subject credential authorizes all of the identified settings below. The question for the Commission to consider is whether all of these settings are appropriate clinical practice placements for a candidate who is learning to teach. Now that the standards no longer require multiple placements for each candidate, can a candidate complete clinical practice hours entirely in one setting that is:*

- a. An independent study placement?*
- b. An online teaching placement?*
- c. A private school placement?*
- d. A juvenile or adult correctional facility placement?*
- e. An adult school placement?*

### Independent Study Placements

Some schools are organized such that instruction and pacing are individualized. Candidates placed in these environments for the entire duration of their clinical practice may not have the opportunity to practice whole group instruction with a larger number of students similar to classrooms found in more traditional schools. While it seems clear that these settings are acceptable for part of a candidate's clinical practice experience, it is less clear whether a candidate can complete their entire clinical practice experience, or the entire student teaching requirement in such a setting.

### Online Placements

Program Standard 3(A) states: "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."

The standard requires candidates to be in a placement with TK-12 students in California public school classrooms. Can a candidate's entire placement be in a setting where they are never physically in a classroom with TK-12 students? Similar to the issue of independent study or individualized learning settings, on-line settings may seem appropriate for a portion of the candidate's clinical practice experience, but it is less clear whether such a setting can comprise an entire clinical practice experience, or the entire student teaching portion of clinical practice.

### Private School Placements

Program Standard 3(A) states: "Candidates who are working in private schools and seeking a credential are required to complete 600 hours which include 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."

Currently, a candidate's entire clinical practice may be in a private school as long as 150 hours of their required 600 hours of clinical practice is in a school where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. When a program can demonstrate that the private school in which the candidate is placed meets the curriculum and diversity criteria, the candidate would not necessarily complete an additional placement outside of this private school. While teaching strategies, curriculum and diversity may be similar in public and private schools, questions have arisen as to whether candidates who do their entire clinical practice in a private school setting will be exposed to aspects unique to the public school system.

### Juvenile or Adult Correctional Facility placements

The current standards do not prohibit candidates from completing their entire placement in a juvenile or adult correction assignment. Some programs have asked whether it is appropriate to allow a candidate to complete their entire clinical practice in these settings given that the

credential authorizes teaching in all public school settings and there are significant differences in how a teacher works with students in a correctional setting from a public school classroom.

### Adult School Placements

Program Standard 3(A) states: “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.”

The standards refer to TK through 12th grade, but do not specify the age group. The authorization statement on the credential is for “those in grades preschool, K-12, or in classes organized primarily for adults.” Since the authorization allows teaching classes organized for adults, it could be argued that these placements are allowable. Completing the entire placement in such a setting, however, does not provide the candidate with the full range of TK-12 students to whom the credential authorizes them to teach. Some programs have asked whether these placements can serve as the entire student teaching experience for their candidates.

## **Issue 4. Multiple Subject Candidates Placements**

### Middle School Core/Teaching All Content Areas

*Is it acceptable for Multiple Subject (MS) candidates to complete student teaching or be interns in a middle school core setting only? This a setting that does not provide the candidate with opportunities to teach all subjects authorized by the MS credential (either the four core areas or all of the subject areas authorized by the Multiple Subject credential).*

Middle school core settings include teaching the same set of students in two or more content areas. If MS candidates are undertaking their clinical practice exclusively in core settings, it is possible for them to be gaining experience and feedback in only two content areas instead of the range of content authorized by the MS credential. Some credential programs have asked whether the placement in a middle school core setting must be augmented with other placements that provide opportunities to teach the other subject areas.

### Teaching Early Literacy

*How will MS candidates who are undertaking their student teaching or internship in an upper elementary setting only or in a middle school setting have opportunities to teach early literacy?*

Candidates doing their student teaching in TK-3 settings are likely to get multiple opportunities to learn and practice pedagogical skills to teach early literacy. Candidates doing their entire placements in the upper elementary grades or in a middle school setting may not get the same depth of experience in this important area. Some programs have asked whether they would have to augment these placements with other opportunities for candidates to practice and demonstrate competency in teaching early reading and literacy.

### **Commission Discussion**

In its discussion of each of the questions, the Commission may consider the following possible options:

- 1) Maintain the language of the standard as adopted.
- 2) Maintain the language of the standard with some flexibility provided to the programs to implement. This may require some additional direction and guidance to the staff and to the field.
- 3) Identify that some revisions to the standard are needed to ensure implementation is consistent with expectations set forth by the Commission and consistency across programs.

### **Next Steps**

Commission staff suggests that gathering additional feedback from the field on how each of these questions could be addressed would be beneficial. Staff could develop a survey to gather additional data as well as conduct focus group sessions to hear from program personnel about the challenges and opportunities of the current clinical practice requirements.

Once the Commission discusses these questions, staff can bring a future agenda item forward with the action deemed appropriate by the Commission. This item can include a number of potential actions ranging from no further changes or revisions necessary, to revisions and clarifications of the guidance document, to working with the field to draft revisions to the language of the clinical practice standard itself. It may also include revising or augmenting current regulations or seeking statutory changes.

## **Appendix A**

### **Preliminary Multiple Subject and Single Subject Program Standard 3: Clinical Practice *Adopted December 2015***

#### **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.

## Appendix B

### Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates

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## **Introduction**

The Commission's adopted standards for preliminary multiple and single subject teacher preparation programs set forth the expectations for programs to provide candidates with appropriate supervised clinical practice. In adopting the program standards related to supervised clinical practice, the Commission signals the critical role that a high quality and extensive clinical practice experience plays in preparing effective educators. The standards related to clinical practice are at times specific and directive, while also allowing for flexibility for institutions to design experiences that work well for their candidates and the TK-12 schools they serve. This guidance clarifies various aspects of the standards pertaining to clinical practice for all programs that offer teacher preparation. It is intended to assist programs in structuring a high quality clinical practice experience but does not substitute for or supersede the program standards themselves.

An important note in understanding the program standards: In many places, the program standards reference "all students." Because the credential authorizes service in any public school in California, it is critical that candidates are prepared to meet the needs of the full range of learners. The following information is provided in the Teaching Performance Expectations (TPEs) and should guide the understanding of the program standards:

*"Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students". This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners."*

### **I. General Guidance**

#### **A. Goals of Clinical Practice and Supervision**

All teacher preparation programs, regardless of pathway, are required to provide clinical practice hours for candidates throughout their educator preparation programs. Clinical practice is designed in such a way that candidates learn from experienced educators, are evaluated against the TPEs, and have the support and guidance they need to become effective educators.

#### **B. Responsibilities of the Institution to Meet Standards**

The onus of responsibility falls to each approved program to ensure (1) that all candidates are provided with the clinical practice requirements and (2) that all candidates are receiving proper supervision and guidance from program and district-employed supervisors throughout their clinical practice.

The expectation is that all programs will meet the specific clinical practice and supervision requirements as included in the program standards. However, in some limited instances the program may decide to address the standard in a unique way that the institution believes may



more appropriately meet the needs of their specific candidates. In such an instance, the program must provide justification for this variance and provide evidence that the goals of clinical practice and proper supervision and guidance are still being met.

During Program Review and the Accreditation Site Visit, the Board of Institutional Review (BIR) will review records, policy documents, and conduct interviews in order to verify that the standards are being fully met. Given the information provided by the institution and the evidence reviewed, the accreditation reviewers will make a determination as to whether the standards are met.

### **C. Record Keeping**

Institutions are required to maintain records verifying candidate clinical experiences. Each institution will decide the most appropriate way to keep track of the documentation to demonstrate that the program is meeting the clinical practice and supervision requirements. Because Program Review submissions must include documentation of individual candidate placements, institutions are encouraged to review Program Review Instructions and design their record keeping in such a way as to meet those requirements. While staff does not anticipate collecting and examining individual records, these records may be requested during a site visit to ensure that an institutional process is in place to monitor that required clinical practice and supervision is taking place for each candidate.

## **II. Clinical Practice Experiences**

### **A. Progression of Clinical Practice Experience**

Program Standard 3 Language: "Clinical Practice is a developmental and sequential set of activities..."

1. 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. Clinical 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.

### **B. Activities Appropriate for Meeting the 600 hours of Clinical Practice**

Program Standard 3 language: "Clinical Practice...must consist of a minimum of 600 hours of clinical practice across the arc of the program."

Clinical practice experience with proper supervision provides all candidates, regardless of pathway, with the opportunity to practice the knowledge and skills required by the credential and included in the TPEs.

1. The 600 hours of supervised clinical practice is required of all candidates, regardless of pathway and occur throughout each candidate's preparation program ("across the arc of the program").
2. Placements must be selected to provide the candidate with experiences that allow him or her to practice and acquire the knowledge and skills included in the TPEs.
3. Clinical Experiences must be under the guidance and supervision of a district employed supervisor/master teacher, veteran practitioner, program supervisor and/or course instructor. Hours of instruction by a candidate in a classroom where the district employed supervisor/master teacher is not present may qualify toward the 600 hours as long as these hours of instruction are prepared with and guided by one or more designated supervisors selected and approved by the program for the purpose of supervision (Co-teacher, mentor, university supervisor, faculty, etc.) and are followed by designated time for reflection. This guidance and supervision may occur in person or via technology assisted communication.
4. Examples of appropriate activities that may be included in the 600 clinical practice hours include:
  - Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching (see 3 above)
  - Co-planning time, with veteran practitioners for lessons that the candidate will deliver,
  - Working with veteran practitioners, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students
  - Time working with professional learning communities, grade level and department meetings
5. Candidate observations of classroom teaching may or may not qualify toward the 600 hours. Only those that are intentionally designed by the program, occur in placements that are selected or approved by the program, and are for the purpose of helping candidates understand the link between specific objectives in coursework and teaching practice may qualify as part of the 600 hours.
6. Among activities that should not be included in the 600 hours are general lesson planning done independently by the candidate, or hours spent supervising extracurricular activities. In addition, mock instruction or observation of fellow candidates (and without TK-12 students) as part of a course would not qualify as part of the required 600 hours.

### **C. Solo or Co-teaching requirement**

Program Standard 3 Language: "Student teaching includes a minimum of four weeks of solo or co-teaching or the equivalent"

1. “Solo or co-teaching or the equivalent” includes those activities in which the candidate plans or co-plans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo teaching experience must provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence.
2. The minimum time requirement (4 weeks) for the solo or co-teaching period is to ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice.

As long as this full range of instruction is occurring, the program may allow a candidate’s solo or co-teaching experience to be either contiguous or divided into one or two-week segments, as appropriate. In the case where the four weeks are not contiguous, the program must demonstrate how the design of this solo teaching experience or the equivalent addresses all of the requirements and objectives discussed in this section.

3. Because portions of the Teaching Performance Assessment (TPA) will be completed during the solo or co-teaching student teaching experience, the program should design solo or co-teaching experiences with that goal in mind.

### **III. Clinical Practice Placements**

#### **A. Diversity in All Placements (Student Population)**

1. In all clinical practice placements, candidates should have significant exposure to school settings that reflect the full diversity of California public schools.
2. Prior to placing student teaching candidates, programs should review the demographics of the school to ensure a “diverse school setting” that reflects California’s public schools. The TPEs provide a valuable definition of “all students” that should be used by programs in making this determination. Programs must ensure that the placement is a diverse school setting relative to all of the following, and may be required to provide evidence at the time of the site visit:
  - a. race, ethnicity of the students
  - b. number of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio- economic income ranges
  - c. languages spoken by the students, including English learners

- d. 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

### **B. Curriculum in All Placements**

Program Standard 3 language: "Curriculum that is aligned with California's adopted content standards and frameworks"

1. 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 responsibility of the program to provide evidence of compliance if requested at the time of the site visit.
2. In placements where the school is not explicitly aligned with California's adopted content standards and frameworks, the program must demonstrate how the placement meets the goal and intent of the standard in preparing candidates to be competent with the curriculum taught in public schools in California.

### **C. Diversity in Private School Placements**

Program Standard 3 language: "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."

1. Prior to placing student teaching candidates in private schools, the program must review the demographics of the school to ensure a "diverse school setting" that reflects California's public schools. The TPEs provide a valuable definition of "all students" that should be used by programs in making this determination. It is the onus of the program to provide evidence that the school is a diverse school setting relative to all of the following:
  - a. race, ethnicity of the students
  - b. number of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio- economic income ranges
  - c. languages spoken by the students, including English learners
  - d. 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
2. All candidates, including those placed in private schools, must complete 600 hours of supervised clinical practice. Of these 600 hours, the standards state that candidates working in private schools must complete at least 150 hours in diverse school settings.

#### **D. Additional Requirements for Clinical Practice Placements Specific to Intern Teachers**

1. The California Education Code does not authorize placement of interns at private schools.
2. Interns working toward a special education teaching credential may be placed in Special Education Schools (a.k.a. Non-Public schools). Special Education Schools are private schools that the California Department of Education (CDE) has approved for placement of public school students who need special services.
3. Online schools, independent study programs, and home schools are not prohibited as placements for interns, but their programs must clearly demonstrate that the candidate is receiving all the diverse experiences that a teacher in a more traditional classroom may encounter. When candidates are teaching at online schools, independent study programs, or home schools the required experience may be difficult and in some cases, impossible to achieve. Programs must consider if the employment setting is appropriate for learning to teach and if the program will be able to ensure that the intern is able to get the significant experiences required to complete their TPA and to show mastery of all the TPEs. This includes the ability to teach whole groups of students. The Commission understands that during times of teacher shortage, there may be pressure on programs regarding intern placements. However, decisions regarding fieldwork placements, including placements as teacher of record, are the responsibility of the program, not the candidate nor the employer.

#### **IV. Support and Supervision**

##### **A. Program Supervisor Observation Requirements**

Program Standard 3 language: “The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester.”

1. Observations with formal evaluation must continue each quarter or semester that the candidate is enrolled in their preparation program. The goal of this requirement is to ensure that all candidates, regardless of pathway, are provided with adequate supervision and evaluation from their program supervisor throughout their clinical practice experience. 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 hold a preliminary teaching credential.
2. The requirement of 4 times per quarter or 6 times per semester can be interpreted to be approximately every 3 weeks.
3. If a program elects to supervise candidates using a different model of frequency of observations, and can justify that it better meets the needs of the candidate, it is acceptable. However, it is the onus of the program to demonstrate that over the course of the program, at least the equivalent amount of supervision is achieved. The accreditation

review team will make a determination as to whether this part of the standards is being met.

For example, a 2 year program may decide to complete 8 program supervisor observations per semester in the first year and 4 in the second, which would lead to an average of 6 times per semester. This may meet the goal and intent of the standard if the program can provide a valid justification for this practice and can provide outcomes data that demonstrates that their candidates are successful with this program design.

### **B. District-employed Supervisor Support Requirements**

Program Standard 3 language: “The minimum amount of district-employed supervisors’ support and guidance must be 5 hours per week.”

1. The 5 hours per week of district-employed supervisor support and guidance time is only required during the period that the candidate is assigned a specific mentor/master teacher. They are not required during early field experiences or at other times during which the candidate does not have an assigned district employed supervisor/master teacher.
2. Support and guidance may include a variety of activities, including: lesson-modeling; observation and coaching; co-planning and feedback on lesson planning; problem-solving regarding: instruction, classroom management, student access to curriculum, and other student-related issues; grade-level meetings, and email and phone conversations with a district-employed supervisor.
3. The goal of this standard is to ensure that all candidates, regardless of pathway, are properly supported and supervised during their clinical practice. The expectation is that every program will satisfy this requirement as written. However, if a program elects to satisfy the goal of this standard in a way that they believe better meets the needs of their candidates, it is the onus of the program to demonstrate that the goal is still met.

For example, if a district-employed supervisor were to provide 10 hours of support per week during the first weeks of placement and 2 hours of support per week in the final weeks of placement, the average for the term could be greater than 5 hours per week. This may satisfy the goal of the standard were the program to provide a valid justification for this practice.

4. For intern candidates, support and supervision (144 hours of general support and 45 hours of EL support) is a shared responsibility between the program and the employer. Hours spent with a district-employed supervisor to satisfy the intern annual requirements may qualify towards meeting this 5 hours/week requirement.

### **C. Supervision and Support Requirements Specific to Intern Candidates**

1. According to the preconditions, intern candidates must receive a minimum of 144 hours per year of general support and 45 hours per year of EL support. These hours may be supervised by the program or the district-employed supervisor.
2. The program supervisor for intern candidates must also provide a minimum of 4 per quarter or 6 per semester observations with formal evaluation. These observations must continue each quarter or semester that the candidate is enrolled in their preparation program.
3. As with all candidates, hours of instruction by a candidate in a classroom where the district employed supervisor/master teacher is not present can qualify toward the 600 hours as long as these hours of instruction are prepared with and guided by one or more designated supervisors selected and approved by the program for the purpose of supervision (Co-teacher, mentor, university supervisor, faculty, etc.) and are followed by designated time for reflection.

### **D. Capturing Evidence of Observations**

Program Standard 3 language: "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...."

1. The new standards require that there be a means by which the program documents clinical supervision, either in person (e.g. supervision notes), through synchronous video, or video capture. The instruction is assessed against the adopted TPEs and generates data. The data is used not only to assist the individual candidate, but is also examined across the program to understand where program improvements are needed.
2. The video evidence of the observation does not need to be archived for any length of time beyond that which is needed for the supervisor to observe and evaluate the teaching performance. However, evidence of the annotations and feedback from the observation should be archived for at least 2-3 years in order to make this evidence available during the accreditation cycle.

### **E. Requirements Pertaining to the Qualification of the Site Administrator**

Program Standard 3 language: "Clinical sites should also have a fully qualified site administrator."

A qualified administrator holds a preliminary administrative credential. If the designated administrator at a particular school placement does not possess a preliminary administrative credential the program must provide justification as to how the administrator is nevertheless qualified. If the program is not able to provide this justification, then it is not appropriate to place candidates at that site.