

## **Discussion of Guidance for Preliminary Multiple and Single Subject Credential Programs November 2017**

### **Overview**

This agenda item provides an opportunity to discuss the *Guidance Document for Fieldwork and Clinical Practice* that was released in the late summer of 2017. The *Guidance Document* is available on the Commission's website at: [Guidance Document](#). In addition, it is included in this agenda item.

### **Staff Recommendation**

This is for information only.

### **Background**

In 2015, the Commission adopted new program standards for Preliminary Multiple and Single Subject programs. These standards included new requirements for the fieldwork and clinical practice for candidates. These standards are significantly different than previous versions of the clinical practice standards, and in some respects are much more specific. One example of the specificity of the current standards is that there is now a minimum 600 hour required for candidates.

As the field began revising their programs to ensure alignment with the new standards, many questions were raised. The staff discussed a number of these questions and issues with the Commission in June of 2017 and following that Commission meeting, developed the *Guidance Document* in order to assist the field, the Commission staff, and reviewers during accreditation activities on issues related to fieldwork and clinical practice.

Staff will discuss this document with the COA so that it has an understanding of Commission expectations around the new fieldwork and clinical practice standards for Preliminary Multiple and Single Subject programs. This is particularly important at this time as the 2017-18 site visits begin.



**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. Diversity in All Placements (Curriculum)**

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.”](#)

1. 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.

**Appendix A**  
**Preliminary Multiple Subject and Single Subject**  
**Credential Program Standards**  
**Standards Adopted**  
*December 2015*

**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.

The full text of these Standards can be accessed here: [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c\\_2](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf?sfvrsn=a35b06c_2)

## **Appendix B**

### **Preconditions for Intern Programs – Preliminary Multiple and Single Subject**

(5) Supervision of Interns. (a) In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

The full text of these Preconditions can be accessed here: [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/eppsp-internship-prog.pdf?sfvrsn=5f1b370b\\_0](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/eppsp-internship-prog.pdf?sfvrsn=5f1b370b_0)