



Clinical Practice Handbook

Preliminary Multiple Subject
Preliminary Single Subject
Preliminary Education Specialist

College of Education and Integrative Studies
Education Department

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Part 1: INTRODUCTION TO CLINICAL PRACTICE

Introduction

Clinical Practice is the culmination of the educational prerequisites, field experience, and core courses of the Teacher Education Program for Multiple Subject, Single Subject, and Education Specialist Candidates. Clinical Practice is a comprehensive program involving mentorship, as well as formative and summative evaluation of Teacher Candidates. The Education Department aims to make this experience a challenging and engaging part of our new teachers' professional preparation.

Clinical Practice is a cooperative effort between school districts and Cal Poly Pomona. The Education Department identifies and establishes partnerships with teachers, public schools, and some non-public special needs schools to prepare students to meet the diverse needs of our surrounding communities and educational systems. Partner schools exemplify the highest professional standards of excellence and support linguistic diversity, multiculturalism, active student learning, critical thinking, and integrated and interdisciplinary curricula.

Clinical Practice is a beneficial and rewarding experience for everyone involved. For Teacher Candidates, it is the long-awaited opportunity to learn first-hand, with the support of an experienced teacher, what it is like to teach as they apply the educational theory and methodology they have learned in education courses. For teacher interns, it is an opportunity to teach, earn a salary, and receive a wide variety of professional support while learning and completing program requirements. For Cooperating Teachers, this is a unique and rewarding opportunity to contribute to the profession through mentoring and educational leadership, as they share their wealth of skills, materials, and knowledge. Finally, school districts look forward to having Candidates in their schools who bring enthusiasm and current knowledge that enrich the school's culture.

Preparing to teach is a process of apprenticeship. Accompanied by mentors, instructors, and advisors, Candidates participate in a community of learners as they study, implement, and reflect on various elements of good teaching. The learning trajectory moves through stages of fuller and increasingly intensive participation as Candidates make progress toward becoming a full member of the teaching profession. Candidates will experience increasing independence as they internalize teaching practices. We encourage Candidates to aim for expertise in all facets of their preparation during the course of Clinical Practice. Throughout, careful reflection will propel a Candidate's development as a teacher.

Goals of Clinical Practice

The Education Department has several goals for the Clinical Practice experience:

1. to provide a professional setting whereby the Teacher Candidate will come to understand and participate in the culture of the school.
2. to provide a realistic teaching-learning environment in which the Teacher Candidate will recognize both the educational and social components of a linguistically rich and culturally diverse population and apply this understanding to their teaching practices.
3. to learn from and work with an exemplary teacher, resulting in ongoing and positive professional growth experiences.
4. to provide the opportunity for candidates to practice exemplary teaching through cycles of planning, teaching and assessing, reflecting and applying to support the assets and needs of all learners through [UDL](#) and other principles

Outcomes of Clinical Practice

Candidates' work in Clinical Practice will be evaluated primarily in terms of the universal California Teacher Performance Expectations (TPEs). Both the University Supervisor and the Cooperating Teacher (or Intern Support Provider) will indicate Candidates' level of success with each of the TPEs on Mid-Term and Final Evaluations. The universal TPEs are organized by the six California Standards for the Teaching Profession into "elements" and "narratives" aligned with the California Standards for the Teaching Profession (CSTP). The titles of the TPEs are listed here. *Candidates are urged to become thoroughly familiar with the complete narrative of the [TPEs](#).*

TPE 1 Engaging and Supporting All Students in Learning

TPE 2 Creating and Maintaining Effective Environments for Student Learning

TPE 3 Understanding and Organizing Subject Matter for Student Learning

TPE 4 Planning Instruction and Designing Learning Experiences for All Students

TPE 5 Assessing Student Learning

TPE 6 Developing as a Professional Educator

Subject-Specific Pedagogy

- Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy
- English Language Development in Relation to Subject Specific Pedagogy
- Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
- Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

Literacy Practices in Relation to Subject-Specific Pedagogy

All multiple, single subject, and education specialist beginning teachers have a critical role in literacy development for all TK-12 students as detailed in the [Literacy TPEs](#).

Teacher Performance Assessment (TPA)

In addition, multiple and single subject Candidates* will need to complete the California Teaching Performance Assessment (CalTPA). The CalTPA consists of two instructional cycles that measure the TPEs and focus on the steps of *planning, teaching and assessing, reflecting and applying*, that naturally occur during teaching as follows:

- Cycle 1: Learning About Students & Planning Instruction
- Cycle 2: Assessment-Driven Instruction

To facilitate successful completion of the cycles, Candidates will complete a CalTPA planning form with their Cooperating Teacher and will receive further guidance during their TPA seminar (MS and SS) or EDU 5351 (ES). For more information, please visit our [CalTPA website](#) and the [California Educator Credentialing Assessments](#) website.

**Note: Only ES Candidates who entered a credential program July 1, 2022 or later will be completing the CalTPAs.*

Successful Clinical Practice Collaboration: Co-Teaching

To guide the collaboration between Teacher Candidates and Cooperating Teachers during Clinical Practice, the Education Department draws from principles and strategies of the Co-Teaching model, which has been adopted by the Chancellor of the California State University system for use by CSU Departments of Education. Collaborating with Cooperating Teachers using the co-teaching model, Teacher Candidates will be able to do the following:

1. Contribute ideas from the beginning
2. Engage with students, assisting with their learning from the beginning
3. Gradually take on full leadership in planning, instruction, and assessment
4. Have opportunities to teach alone
5. Demonstrate competencies as a teacher.

The Cal Poly Education Department draws on the work of the Teacher Quality Enhancement Center at St. Cloud State University regarding co-teaching. We see co-teaching as an approach in which the Cooperating Teacher and Teacher Candidate are both actively involved and engaged in all aspects of instruction: planning, organization, delivery, assessment, and reflection. When sharing *planning*, the Teacher Candidate and Cooperating Teacher collaborate regarding:

1. What content to teach
2. What co-teaching strategies to use
3. Who will lead different parts of the lesson
4. How to assess student learning
5. Which materials and resources to use

When sharing *instruction*, the Cooperating Teacher and Teacher Candidate:

1. Share leadership in the classroom
2. Work with all students
3. Use a variety of co-teaching approaches
4. Manage the classroom together
5. Make changes as needed during a lesson

Rather than simply dividing the tasks and responsibilities between two individuals, co-teaching is an opportunity to share the classroom and students that provides many benefits:

1. Increased options for flexible grouping of students
2. Enhanced collaboration skills for the Teacher Candidate and Cooperating Teacher
3. Professional support for both the Cooperating Teacher and the Teacher Candidate
4. Another set of eyes to watch and help problem solve
5. Flexibility to try things that are challenging to do alone
6. Collaboration in classroom and lesson preparation
7. Help with classroom management
8. Support for the diversity and size of today's classrooms by
 - Reducing student/teacher ratio
 - Increasing instructional options for all students
 - Diversifying instructional styles
 - Encouraging more student engagement and higher participation levels

We hope Teacher Candidates and Cooperating Teachers will strive to develop collegial relationships so that they both engage in ongoing cycles of inquiry. The figure below illustrates the cyclical nature of the ideal co-teaching approach. This collaborative process will engage the Candidate and Cooperating Teacher in cycles of planning, teaching and learning, and reflection guided by the Teacher Professional Expectations, Common Core Standards, and other California Content Standards and/or Frameworks. The CalTPA assessment model follows this cycle of planning, teaching and assessing, reflecting, and learning.



As the Candidate and Cooperating Teacher consider ways of organizing your partnership, we encourage you to use this section, based on St. Cloud's model, to guide your work. The following seven approaches are the principal ways in which the roles of the Cooperating Teacher and the Teacher Candidate can vary from lesson to lesson.

One Teach, One Observe occurs when one teacher has primary instructional responsibility while the other gathers specific observational information on students or the instructing teacher. The key to this strategy is to focus on the observation: Where and how is the teacher doing the instruction? What specific behaviors are observed, and what specific language is used? It is important to remember that the Teacher Candidate and the Cooperating Teacher can take on either of these roles.

One Teach, One Assist is an extension of *One Teach, One Observe*. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate or add comments.

Station Teaching occurs when the co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. Often, independent stations are used along with teacher-led stations.

In the ***Parallel Teaching*** approach, the students are divided into two equal groups, and each teacher instructs half of the students. The two teachers address the same instructional material and present the material using the same teaching strategies. The greatest benefit to this method is the reduction of the student-to-teacher ratio.

The ***Supplemental Teaching*** strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended, or remediated.

Differentiated Teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students; the avenue, however, for achieving that outcome is different. This is often necessary if, for instance, students have

similar degrees of content knowledge, but varying levels of mastery of English. Through these strategies, teachers may scaffold instruction in different ways to meet the needs of different students.

Team Teaching incorporates well-planned lessons, exhibiting an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From students' perspectives, there is no clearly defined leader as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Part 2: ADMISSION AND PLACEMENT

Requirements for Admission to Clinical Practice

Candidates may not register for Clinical Practice unless they have been notified that their application has been approved. They must submit the [Clinical Practice Application](#) with the following items by the due date for the semester in which they wish to enroll:

- Demonstration of subject matter competence through completion of CTC approved course work or passage of all parts of the CSET exam.
- GPA of 3.0 in credential coursework.
- Completion of all program course work as listed on your Program Plan with a B average, no grade lower than a C.
- Valid Certificate of Clearance.
- Current TB clearance; must be valid through completion of student teaching.
- Approved Clinical Practice application.

Placement

Placements involve a collaborative process between the school district and program. Candidates may not arrange their own placements. Only the Placement Office is authorized to work with districts to verify that all legal requirements are met for Clinical Practice assignments and to ensure a good fit between Cooperating Teachers and Candidates. If you have a request to be placed in a particular district or school, there is a place to make your request on the Clinical Practice Application. No requests are guaranteed. Due to conflict of interest, Candidates may not be placed with Cooperating Teachers or in schools where close relatives are employed or attend, or at school sites where they are currently employed. For various reasons, placement options at times may be limited; therefore, Candidates must be willing to accept the placement offered to them.

Districts place Teacher Candidates as a courtesy. All placements are voluntary by the district and Cooperating Teachers. Cal Poly Pomona selects Clinical Practice placements from almost 70 different school districts within our geographic catchment area and with whom we have approved contractual relationships. Districts and schools who partner with Cal Poly Pomona for the purpose of providing clinical field experiences are chosen based on explicit criteria from the Commission on Teacher Credentialing (CTC) and the Education Department. These criteria include:

- Schools that are culturally and linguistically diverse, include English learners, students with special needs, and those who are economically disadvantaged.
- Schools that have a fully qualified site administrator and demonstrate commitment to collaborative evidence-based practices, continuous program improvement, and students with disabilities in the Least Restrictive Environment (LRE).
- Schools that permit video capture for Candidate reflection and TPA completion.
- Cooperating teachers who demonstrate and consistently utilize best teaching practices, including the teaching of reading in their classrooms.

Standard placement assignments are based on the address the Candidate provides with their application, unless the Candidate specifies the area where they would like to be placed. Every effort is made to place Candidates close to home, but all Candidates must be prepared to commute to their assignment if necessary. The placement process can be lengthy, requiring interaction between the university, districts, school principals, and Cooperating Teachers. Students are asked to be patient during this process. Placement is not guaranteed. If a placement request is unsuccessful, the Clinical Practice office will notify the student to withdraw from Clinical Practice and re-submit their application for the following term.

Detailed placement information will be sent to Teacher Candidates via their Cal Poly email address a few weeks prior to the beginning of the semester. Candidates should monitor their email clutter and spam folders, in case these emails get directed there.

Multiple Subject Candidates may in some cases be placed in K-8 schools where the students in the upper grades (6-8) are on “block schedules” in which they remain in clusters and take core curriculum areas together. For example, they might have one Math/Science block and one Language Arts/Social Studies block. Such arrangements are also sometimes found in fourth and fifth grade classrooms. In such settings, 75% of the students that Multiple Subject Candidates work with must be in the same core curriculum classes.

Single Subject Candidates may teach more than one grade level and/or two subjects within their content area (for example, Algebra I and Geometry for a Mathematics Candidate) and may have more than one Cooperating Teacher.

Education Specialist Candidates. One semester of Clinical Practice is required for Education Specialist Candidates who have no other credentials and for those seeking to add their Education Specialist credential on to an existing multiple or single subject credential. The semester is completed at a specific grade level within a setting matching the credential authorization. Dual credential Candidates (i.e, both a mild/moderate and moderate/severe authorization) complete a total of two semesters of Clinical Practice, with one semester in each setting.

Bilingual Authorization Candidates. Multiple Subject Candidates completing the Bilingual Authorization are required to complete one block in an English language placement, and another in a Dual Language Immersion placement. Single Subject and Education Specialist bilingual Candidates complete one of their two blocks in an English language placement. As available, they complete the second block in a Dual Language placement, or conduct alternate assignments under the supervision of the Bilingual Coordinator.

Short-Term Permit (Long-Term Substitute) assignments must be within a district that has a current Clinical Practice contract with Cal Poly Pomona, in the area of your Credential objective, and for the full semester (minimum 16 weeks). A Candidate wishing to use a long-term substitute position as part of Clinical Practice must submit the [Clinical Practice Supplemental Application for Long Term Assignment form](#) to the Clinical Practice Office for approval.

Candidate Orientation

Upon admission to Clinical Practice, Candidates will be emailed at their Cal Poly email address with information about a mandatory orientation meeting on campus, which may be scheduled during semester break. Failure to attend may delay or forfeit your placement.

Course Enrollment

When a Candidate’s Clinical Practice application is approved, they will be sent an email with specific instructions about which courses to register for. It is the Candidate’s responsibility to register for and enroll in the correct courses. Candidates may not register for Clinical Practice unless they have been notified that their application has been approved.

Part 3: ROLES & RESPONSIBILITIES OF CLINICAL PRACTICE PARTNERS

Clinical Practice is a key experience in Candidates' professional preparation. University and district personnel work as a team to assist in Candidates' success. All team members (the Teacher Candidate, University Supervisor, Cooperating Teacher or Intern Support Provider) have roles and responsibilities as delineated below. Intern Teachers and Intern Support Providers should review the roles of the Teacher Candidate and University Supervisor detailed below. In addition, they should contact the Intern Director for further details about Clinical Practice in the Internship context. All Clinical Practice forms are available on the Canvas Organization. Please note that all three parties should familiarize themselves with all roles and responsibilities to ensure clarity and shared expectations. [Part 5](#) provides detailed guidance on policies and procedures.

The Teacher Candidate

Attendance and Engagement

1. **Prioritize your student teaching assignment.** Outside employment, enrollment in other courses, child care schedules, or commuting time should not conflict with the hours of the teaching day, planning times, or the Clinical Practice seminar.
2. **Attend punctually and regularly.** At minimum, follow the teachers' hours for a "contract day." Plan to arrive before students arrive and remain on campus for the duration of the school day. If you must arrive late or be absent, follow the school's procedures for notifying the administration. Also notify your Cooperating Teacher and University Supervisor prior to your schedule change. Follow the school's calendar to guide your attendance. If the school is in session during a vacation or break time for Cal Poly Pomona, keep the school's calendar. Remain at the site for the entire CPP semester, including finals week. If your school's calendar ends the school year earlier than Cal Poly Pomona's (in the Spring Semester), work with your University Supervisor to identify supplemental activities and observations you can complete to finish out the remainder of the semester. For details on attendance expectations, see [Time Requirements and Attendance](#) in Part 5.
3. **Arrive each day physically and mentally prepared.** Go to your school ready to learn. Be enthusiastic and show initiative. Familiarize yourself with the district's guidelines for the conduct of teachers, and follow those guidelines. Cell phones and other non-instructional electronic devices should only be used during non-instructional times of the day (i.e., prep periods, recess, lunch, etc.) and never in the presence of students and families. Ensure that you are dressed professionally and groomed. Exceed the standards that you observe among adults at the school.
4. **Attend any required seminars and meetings.** As part of your Clinical Practice, you may be required to attend seminars and staff meetings, such as professional development sessions, curriculum planning meetings, IEP meetings, Back-to-School night, etc. Consult with your University Supervisor and Cooperating Teacher to identify which meetings are appropriate to your specific situation.

Learning and Recording

1. **Learn by doing.** Help with all classroom responsibilities (e.g., record-keeping, grading, organizing materials, preparing bulletin boards, etc.). Observe and take note of your Cooperating

Teacher's instructional, assessment, and classroom management strategies. Participate as appropriate, following your Cooperating Teacher's and your Supervisor's mentorship. Study your content area(s) carefully and become an expert before attempting to teach content to students. Take the opportunity to learn from everyone in the building. The classroom is a place to learn how to become a teacher despite differences with the Cooperating Teacher's viewpoints, teaching strategies, classroom management styles, and classroom environment.

2. **Implement key concepts from your coursework.** Prepare thoroughly and carefully for each day of teaching. Initially, be prepared to write detailed lesson plans.
 - Plan standards-based lessons that are engaging, interactive, and student-centered.
 - Retrieve and record pertinent data from student folders and files, such as cumulative folders, Individualized Education Plans or 504 Plans, and English Language Development records (e.g., California English Language Development Test results).
NOTE: This material is confidential. The privacy of individual students and their families must be maintained throughout your time in Clinical Practice, and beyond.
 - Use assessment data to differentiate instruction for students' knowledge of English, content area strengths and needs, specific learning differences, and personal interests.
 - Incorporate teaching approaches based on socio-cultural learning theory, such as Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies intended to meet the language and learning needs of linguistically and culturally diverse students.

3. **Keep your Clinical Practice documents organized.** Establish paper and electronic folders with the following sections, and file papers/documents at least weekly:
 - Student lists and seating charts
 - Daily lesson plans
 - Lesson/unit ideas
 - Student assessment information
 - Strategies
 - Clinical Practice feedback & assessment
 - Journal/reflections
 - Resources
 - Miscellaneous (e.g., meeting notes, bell schedules, school calendar, etc.)

4. **Engage in self-assessment** through journaling, completing your Clinical Practice Seminar and TPA assignments, and Clinical Practice forms.

5. **Treat your Clinical Practice like an apprenticeship.**
 - For the first week of your semester, observe your Cooperating Teacher. Take notes about the students' and the teacher's personalities, how content is learned by students, and classroom management. Support students and the Cooperating Teacher in informal ways.
 - With each successive week, take on more responsibilities for teaching, assessment, and classroom management, collaborating with your Cooperating Teacher and University Supervisor to agree on the details of your increasing responsibilities. Use the Handbook's co-teaching guidelines and suggested calendar to make short-and-long-term plans for assuming various tasks, from simple classroom routines to teaching increasing areas of the

- curriculum. Write this plan down so all team members have a shared understanding about it.
- Review lesson plans, assignments, and materials with the Cooperating Teacher well in advance of implementing them so that there is adequate time for revisions as needed.

Collaborating

1. **Build collegial relationships.** Be proactive in initiating communication with your Cooperating Teacher and University Supervisor. Introduce yourself to team members and school personnel. Share ideas and work cooperatively.
2. **Communicate with others about your growth as a teacher.**
 - Schedule time with your Cooperating Teacher for assistance in planning and evaluating your work.
 - Confer with your University Supervisor during or right after each visit.
 - Ask questions and discuss professional issues. Accept feedback and put suggestions for improvement into practice.
 - Formally evaluate your teaching performance in consultation with your Cooperating Teacher and University Supervisor.
 - Complete appropriate forms mid-semester and at the end of the semester. Keep a calendar to ensure that you complete these evaluations and other required forms on time.
3. **Use the Clinical Practice Mentorship Forms** to support your collaboration with your Cooperating Teacher. Know and implement co-teaching strategies; suggest different co-teaching arrangements as the opportunities arise.
4. **Maintain confidentiality.** Do not discuss your Cooperating Teacher's personality, teaching methods, etc., or anything about specific students with others in the school setting. Keep information about students and parents (including assessment data) confidential. Discuss it only with your Cooperating Teacher or University Supervisor. **Do not post photos or videos of students to social media at any time.** Redact documents to remove identifying information when sharing with others, such as a seminar course or Teaching Performance Assessment. If a case arises where you are legally obligated to share such information, the teacher of record will be in charge of communicating. Please let your Supervisor know of the circumstances leading to the disclosure.
5. **Communicate during difficult times.** Communicate clearly and openly with your Cooperating Teacher about any sources of tension (e.g., personality conflicts, differences in professional decision-making, problems meeting requirements). In addition, inform your University Supervisor as soon as potential problem situations arise. If concerns cannot be discussed with the Cooperating Teacher and/or University Supervisor, notify the Program Coordinator.
6. **Be a role model.** Students are learning from you at all times. Conduct yourself in ways that enable them to experience you working efficiently, interacting positively, and resolving conflicts fairly. Learn school rules for students and enforce them. Work to develop a calm yet firm classroom management style. Model maintaining an even temper in the face of difficulty. Refrain from raising your voice. Do not use profanity. If you feel that you are not at your best, take a short "time out" to regain your composure.

The Cooperating Teacher/Intern Support Provider

Thank you for agreeing to mentor a Cal Poly Pomona Teacher Candidate this semester! We are excited to partner with you in developing the next generation of outstanding teachers. In the roles of the Teacher Candidate above, you can see the guidelines we provide for our students. We also suggest that you discuss your own expectations with your Candidate. As you build a relationship with them keep in mind that Teacher Candidates are beginning teachers developing their practice. Please view yourself as a mentor who helps to apprentice them in this developmental process. Additionally, all Candidates have to complete credentialing requirements while completing Clinical Practice, including statewide Teacher Performance Assessments (TPAs) during approximately weeks 8 and 16 for Multiple and Single Subject Candidates. Education Specialist Candidates who entered a credential program *July 1, 2022 or later* must also complete the statewide Teacher Performance Assessments (TPAs).

CTC Requirements

The CTC requires that all Cooperating Teachers (i.e., Master Teachers) submit the equivalence of ten hours (two of which are included in the University Supervisors' orientation and meeting) of evidence of knowledge and skills for effective supervision of teacher Candidates in the areas of adult learning and coaching, instructional strategies for all learners, and inclusive education, which may be obtained through professional development within the last seven years, online modules through the CCTE Course Network, or a combination of both. Please contact Ms. [Paulina Lopez](#) in the clinical-practice office for information on the CCTE Course Network.

As the Teacher Candidate gradually assumes primary responsibility for designated classes or portions of classes over the course of the semester, the Candidate will benefit from the CT's occasional absence from the classroom. The actual amount of time the Candidate is left alone in the room depends on individual cases, based on what the CT and Teacher Candidate agree that the Candidate is able to handle after appropriate support and modeling. The aim is for all Candidates to have at least four weeks of solo teaching experience with some experience alone in the classroom. Leaving the student teacher alone in the classroom should always be considered in light of individual situations and local school policies.

Mentorship Guidelines

1. **Provide a safe, welcoming climate.** Help your Teacher Candidate feel comfortable and welcome. Introduce them to students, families/guardians, other faculty members, support personnel, and administrators. Encourage them to get involved in classroom and school activities. Model professional integrity, ethical conduct and positive dispositions of caring, support, acceptance and fairness toward all students, families, and colleagues. Go over important policies and procedures regarding the privacy, health, and safety of students and families (e.g., emergency procedures; responsible use of technology, digital platforms and tools). Share your materials and your ideas.
2. **Model the range of activities that contribute to your teaching.** Please model how you plan lessons and engage in long-term planning. Discuss with your Candidate how you plan and implement effective teaching strategies for both native English speakers and English Learners. It is especially helpful for them to learn how to design and teach student-centered lessons and how to differentiate instruction to address students' interests, funds of knowledge, proficiency in English and other languages, content-knowledge, and their special needs. Clinical Practice is the

site where Candidates actively implement classroom management, so your modeling of positive discipline and planning for success through management is crucial. It is also important to provide Candidates opportunities to use multiple types of assessments to monitor, document and communicate student progress, and analyze results to inform instructional decisions. It is useful to allow Candidates to listen and watch as you “think aloud” planning instruction, assessing student learning, or resolving a classroom management challenge. Please also model how you maintain ongoing communication with students and families to understand expectations and progress, as well as how you routinely engage in inquiry with colleagues and members of your school community to support student learning and improve your practice.

3. **Support the development of effective lessons.** Assist your Candidate in developing engaging standards-based lessons that build on student assets to promote the development of deep content knowledge, language knowledge, and critical and creative thinking for both native English users and English Learners. As appropriate, assist your Candidate in using available technology, including assistive technology, to engage students, support their learning and promote digital citizenship (e.g. respecting copyright law, understanding fair use guidelines). As your Candidate teaches, make sure that they are “checking for understanding” throughout the lesson to determine next steps for teaching and learning. Our Candidates are required to engage students in collaborative learning and University Supervisors will be asking Candidates to teach using a variety of participation structures including whole-class, individual, paired, and small group work.
4. **Provide ongoing feedback.** Because learning to implement sound teaching and learning practices is an iterative process that requires ongoing adjustments, please be patient and flexible. Clearly communicate and model your expectations and allow opportunities for your Candidate to communicate and try their own ideas. Observe your Candidate regularly, and provide timely, constructive, supportive feedback. Assist the Candidate in reflecting on their planning, teaching, and assessment practices. It may be helpful to schedule a standing daily or weekly meeting for this purpose..
5. **Help with data collection.** Your Candidate is required to gather information about students for course assignments and to develop lessons that explicitly target the demographic composition of your class. Please assist in gathering adequate data relating to English Learner status (e.g., ELPAC scores for reading, writing, listening and speaking), gifted/special education status (including the learning goals for students with IEPs/504s), etc. This may require you to access your school database if data are not readily accessible to student teachers. Please assist them with accessing resources to support students’ socio-emotional growth and development, including students who have experienced trauma, homelessness, foster care, incarceration, etc. We instruct Candidates to exercise the strictest norms of confidentiality regarding students’ (and Cooperating Teachers’) personal information. You may want to reinforce this requirement.
6. **Help with permission to video.** Candidates are required to video record instruction for formal evaluations and the CalTPA. Please assist them in gathering the necessary video permissions at the beginning of the term. If necessary, consult with a site administrator to determine if Candidates should use our Cal Poly Pomona consent form, a district waiver, or an alternative form. Please reinforce our message to Candidates regarding the need to exercise strict confidentiality with classroom videos according to the parameters of the release forms. More information about confidentiality and security is available [here](#).

7. **Help with planning the CalTPA.** Please help your Candidate* backward plan the CalTPA cycles using our CalTPA Planning form for timely submission of Cycle 1 (around week 7 or 8) and Cycle 2 (around week 15-16). For more information, please consult our [CalTPA website](#) and the [CalTPA Guidelines for Acceptable Support](#).

**Note: Only ES Candidates who entered a credential program July 1, 2022 or later will be completing the CalTPAs.*

8. **Provide Input on the Candidate Evaluations.** Cooperating Teachers should provide input to the University Supervisor about the Candidate's Mid-Term Evaluation (approximately Week 8) and Final Evaluation (approximately Week 15) and participate in a discussion of each evaluation with the Supervisor and Candidate. Please consult with the University Supervisor and Teacher Candidate on using the Evaluation forms.

Professional Conduct Guidelines

1. **Parent conferences.** While we encourage the inclusion of Teacher Candidates as observers in parent conferences, we would like you to lead and run all parent conferences. Candidates should not be solely responsible for parent meetings regarding students' progress or discipline.
2. **Student Study Team/IEP/504 plan meetings.** We encourage our Teacher Candidates to attend pre-referral, IEP, and 504 plan meetings, with parent/guardian consent as appropriate. Because general educators and special educators are all members of the IEP team, all Teacher Candidates benefit from learning about the process. Please review relevant confidentiality procedures with the Candidate and review her or his role as an observer during these meetings.
3. **Professional meetings.** We encourage our Teacher Candidates to attend all the faculty and staff meetings that you attend, and hope that you will invite them to Professional Learning Community meetings, grade-level meetings, etc. Please go over appropriate participation suggestions with the Candidate for these meetings.
4. **Dress code.** Please discuss with the Teacher Candidate the dress code for adults at the school, so they understand the expectations for professional attire at your site.
5. **Use of electronic devices.** Students' inappropriate use of electronic devices presents a major challenge faced by new teachers. Please review school policy, procedures, and consequences with your Teacher Candidate, and help your Candidate develop and implement proper procedures to maintain focus on the learning experience. Also, please review the appropriate use of personal electronic devices for teachers at your site. We let Candidates know that use of cell phones and other non-instructional electronic devices should be limited to non-instructional times during the day (i.e., breaks, recess, lunch, etc.) and never in the presence of students and families. Please notify your Candidate's University Supervisor if your Candidate persists in inappropriate uses of personal electronic devices after you have discussed the issue with them.

Cooperating Teachers can address minor problems as they emerge, but to ensure due process they should contact the University Supervisor if the Candidate consistently engages in any unprofessional behaviors as indicated in [Part 5](#). The University Supervisor will set up a meeting with all three parties (and the principal, if warranted) to remind the Candidate of expectations. Failure to meet expectations

will result in contacting the Program Coordinator and Education Department Chair, issuing a Statement of Concern, and/or dismissal from the site.

The University Supervisor

University Supervisors are qualified to supervise teacher Candidates through a process of screening and regular evaluation by the program faculty. Minimum qualifications include:

- Advanced degree (Master's or Doctorate) in education or related field
- Teaching and/or Administrative Services credential in the areas in which they supervise
- CLAD or EL authorization
- Minimum of three years of recent teaching and/or administrative experience in school settings where the curriculum aligns with California's content standards and frameworks and the school reflects the diversity of California's student population
- knowledge of the program curriculum and assessments, including the TPEs and the CalTPA (all Candidates)
- current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices

Orient Candidates and Cooperating Teachers (or Intern Support Providers) to Clinical Practice

1. If possible, contact your Teacher Candidates prior to the beginning of the semester to introduce yourself and answer any questions they may have. This may address any anxiety they feel before beginning Clinical Practice.
2. Conduct an orientation for the Cooperating Teacher/Intern Support Provider by the end of the first week of the semester. Thank the Cooperating Teacher or Intern Support Provider for agreeing to mentor a Teacher Candidate, and use this meeting to encourage open communication and establish a supportive mentorship/supervision relationship. Confirm that the Cooperating Teacher or Intern Support Provider has received an electronic copy of the Handbook, and use it to review the following:
 - the purpose of Clinical Practice
 - the responsibilities of Cooperating Teachers/Intern Support Providers
 - the Teacher Candidate's responsibilities, with a special focus on attendance expectations
 - the TPEs and TPAs
 - the Individual Development Plan (IDP)
 - the Co-Teaching Model
 - the suggested timeline for scheduling the Candidate's work during the semester, as detailed in "Timelines" below
 - tentative dates and times when you can come back to conduct formal observations
 - the formative evaluation and summative evaluation process and forms
 - the forms they will need to complete
 - the possibility of unscheduled visits
 - contact information
 - any questions or concerns
 - fill out the Clinical Practice Scheduling Sheet
 - sign the Cooperating Teacher Orientation Verification and submit form to CP Office (Intern Support Providers only need to complete the orientation once.)
 - the use of video to record observations.

Mentor Candidates and maintain contact with Cooperating Teachers/Intern Support Providers

1. **Observations:** Supervisors must complete six observations of each Candidate, though additional observations (including unannounced observations) can be conducted as necessary. A minimum of two observations must be in person; the remaining observations may be conducted virtually. Each in-person observation should include the Making Content Accessible form. Document elements of the Candidate’s practice as related to the selected focus.

After each of the six formal evaluations, provide the Candidate with meaningful verbal and written feedback related to the teaching practices and dispositions of the Candidate within 24 to 48 hours of the observation.

For video observations, use GoReact to provide timely feedback using annotations and markers. Video observations function like in-person visits; university supervisors are expected to provide feedback on each observation **within a week** of the Candidate posting the video, so that the feedback may inform in-progress clinical practice within the suggested Suggested Observation Schedule.

In circumstances where a Candidate is teaching remotely throughout the placement and in-person observation is not possible, Supervisors must provide feedback on six lessons through GoReact

Note: If you observe data that you can transfer to the formal Mid-Term or Final Evaluations (related to the TPEs), take note of that data in your notes as well so that you can easily record the information.

2. **Feedback:** After each lesson observation, provide meaningful written and verbal “clinical” feedback related to the teaching practices and dispositions employed by the Candidate. For each observation, use the SLR to conduct a debriefing meeting with the Candidate. Provide the Candidate with a copy of each completed reflection and any other form you have completed. You may opt to conduct some of the debriefing meetings via video conferencing or telephone if you feel that face-to-face conversations are not needed.
3. **Individual Development Plan:** Hold a meeting with the Cooperating Teacher or Intern/Support Provider and the Candidate near the end of the semester to assist the Candidate in completing the Individual Development Plan.
4. **Communication:** Encourage open communication and establish a supportive network to facilitate achievement of program goals. Communicate with the Cooperating Teacher as needed, assisting her or him in performing the roles outlined in this Handbook.

Carefully assess and document

1. **Formally evaluate the Candidate:** Supervisors must hold a Mid-Term meeting (Week 7 - 9) and a Final Evaluation meeting (Week 15 or 16). The Mid-Term and Final Evaluation discussions should include the Supervisor, Cooperating Teacher/Intern Support Provider, and Candidate and may be conducted in-person or virtually, as determined collaboratively by all three parties and should focus on all TPE elements and use data gathered during lesson observations. While the Supervisor is responsible for the final text of both evaluations, the Cooperating Teacher/Intern Support Provider should offer input to both documents. The Candidate should receive a copy of

both signed documents. Please see the Evaluation form for guidelines regarding expected performance at both the Mid-Semester and Final periods.

- 2. Informally assess the Candidate:** Informally assess the Candidate's attentiveness and focus on tasks relating to Clinical Practice and Teacher Performance Assessments. Although there is a bi-weekly class meeting that guides students to stay on-track completing the TPAs, this is a high-stakes assessment, so periodic informal conversations with Candidates on their progress are helpful.

Periodically, the Candidate will have assignments related to Clinical Practice that should be shared with you or turned in to you (for instance, Getting to Know Students forms completed during the first week of classes and Self-Assessments). Please review these and use them as springboards for conversation. For example, use the Candidate's self-assessments alongside your notes or evaluations to identify areas of strength or next steps.

- 3. Submit forms:** Refer to the University Supervisor Checklist and submit all required forms for each Teacher Candidate and remaining supervision paperwork to the Clinical Practice Office by Week 11 (for mid-term progress) and within two weeks after the end of the semester. All parties must sign all necessary paperwork to be a complete packet.

Part 4: TIMELINES

These suggested timelines are designed to encourage the Teacher Candidate's smooth, steady immersion into significant classroom activity beginning early in Clinical Practice and to promote numerous opportunities for them to benefit from formative assessments. Note that co-teaching strategies should be chosen according to what is most likely to benefit student learning. You may also modify the timeline to better suit the unique demands and opportunities afforded by the setting, time of year, and other available resources. A summary of each timeline is provided in table form at the end of this section. All required forms are available on the Canvas site for Clinical Practice.

Abbreviations

CP	Clinical Practice
CT	Cooperating Teacher
ES	Education Specialist
TC	Teacher Candidate
US	University Supervisor

Suggested Observation Schedule

Below is a suggested observation schedule for all TCs, traditional and intern. Intern Candidates will also complete the Menu of Activities Form and Log.

Observation	Format	Observation Forms	Approximate Week
Orientation	Face to Face	Scheduling Sheet	1
1	Face to Face or GoReact	Making Content Accessible, Getting to Know Your Students Template & Collaborative Conversation Guide (or Word copy of annotated GoReact transcript)	4
2	GoReact	Word copy of annotated GoReact transcript	6
3	Face to Face	Making Content Accessible & Collaborative Conversation Guide Mid-Term Evaluation	7 or 8
4	Face to Face or GoReact	Making Content Accessible & Collaborative Conversation Guide (or Word copy of annotated GoReact transcript)	10
5	GoReact	Word copy of annotated GoReact transcript	12
6	Face to Face	Making Content Accessible & Collaborative Conversation Guide Individual Development Plan Final Evaluation	15 or 16

Sample Timeline for Multiple Subject and Education Specialist Clinical Practice ^{1*}

Prior to Week 1

Mandatory orientation at Cal Poly. Notification emailed to TCs.

Week 2

The US, CT, and TC discuss roles and responsibilities, exchange information, and set schedules that facilitate collaboration and communication in the forthcoming weeks. The CT should be the primary teacher during the early weeks. However, from day one the CT should orchestrate the gradual integration of the TC into classroom routines, activities, and instruction. Students should be encouraged to think of the TC as a teacher rather than a university student. At this stage, the TC will assume a supporting role by employing co-teaching approaches appropriate to the situation. The TC will depend on the CT to identify and access resources to complete several key tasks.

Teacher Candidate

- Contact CT to introduce yourself and discuss roles, responsibilities, schedule, and calendar.
- Meet with US to discuss roles, responsibilities, and planning observations, visits, etc.
- Observe the CT's model lessons and discuss the observations with the CT.
- Work with your CT and administration to identify and obtain the necessary video permissions for GoReact and TPA video purposes (e.g., district waivers/forms or Cal Poly Pomona forms)
- Complete the TPA planning form and the Getting to Know Your Students Template (MS); Interview students informally; and learn students' names.
- Become familiar with specific student learning levels/ Review applicable IEPs
- Monitor students during lessons and quiet work time; assist CT when needed.
- Become familiar with classroom responsibilities such as attendance, class schedules, classroom management, and behavior management systems/strategies.
- Become familiar with policies and procedures (e.g., emergency procedures, responsible use of technology)
- Receive training on electronic teaching and record keeping tools.

Cooperating Teacher

- Meet with US to discuss roles, responsibilities, schedule, video permissions, etc.
- Orient the TC to campus locations, schedules, policies and procedures; discuss roles, responsibilities, and calendar.
- Begin orchestrating the TC's progressive integration into your school community, classroom life and teaching.
- Help the TC complete their TPA Planning form and obtain the necessary video permissions.
- Facilitate the TC's efforts to access needed information and resources related to Getting to Know Your Students Template (MS) or Class Profile (ES).
- Meet with TC to decide which curricular area TC will assume first; plan week 4 lessons collaboratively with TC for co-teaching.

University Supervisor

- Meet separately with CT and TC for introductions, orientation and planning
- Meet and introduce yourself to the school principal

^{1*} Activities for Mild/Moderate and Moderate/Severe may be modified depending on setting and grade level. All mentions of TPA in this handbook do not apply to Education Specialists.

Week 3 & 4

The TC continues to observe and assist the CT, and continues taking on growing levels of responsibility for classroom management routines and teaching, learning, and assessment practices. In particular, the Candidate co-plans and co-teaches portion(s) of language arts or math (select one content area) lesson() during week 3 and co-plans and co-teaches all lessons for that content area week 4. The Candidate begins to record lessons. The CT observes and provides feedback to the TC. The US and TC observe and reflect on the CT's teaching.

All Candidates

- Welcome students at the beginning of the day, recess, lunch, etc.
- Lead small-group work in any curricular area.
- Help conduct morning routines and/or seatwork.
- Co-plan and team teach portion(s) of language arts or math (select one) lesson(s) week 3.
- Decide with CT which curricular area to assume; plan week 4 lessons collaboratively with CT for co-teaching (e.g. continuation of language arts or math) Assist with grading.
- Gather data and brainstorm ways to differentiate instruction based on this information.
- Record lessons and continue gathering data for TPA (MS; see TPA calendar).

Education Specialist Candidates

- Observe students in general education classrooms and/or in inclusive settings.
- Review students' IEPs or 504 plans, focusing on goals and how they are integrated into classroom lessons/activities.
- Review any Behavior Support Plans, noting specific interventions and data collection.
- Observe CT use of progress monitoring and data collection practices.
- Start to assist with daily living and independence skills as appropriate.

Cooperating Teacher

- Observe TC and provide verbal feedback; may use Making Content Accessible Form to guide discussion and/or for written comments.
- Explain IEP forms and process used at your school site and the roles of general and special education teachers.
- Provide examples of differentiated instruction and help TC brainstorm ways to differentiate instruction based on assessment data collected (e.g. student interests, funds of knowledge, content knowledge, language proficiencies and IEP/504/GATE learning goals).
- Facilitate the TC's assigned tasks/goals for the week.

University Supervisor

- Ensure the TC has the necessary permission to video.
- Ensure the TC has gathered sufficient information about their class and focus students' assets and needs to effectively differentiate instruction. Brainstorm additional ways to learn about students, if needed.
- Check in with Candidate on TPA progress (see the TPA Calendar)
- Complete formal observation of TC and provide feedback.

Week 5 & 6

The TC leads instruction for a short part of the day and teaches all lessons in the first designated content area (language arts or math). The TC begins assuming responsibility for a second area of core curriculum (language arts or math) and co-plan and co-teaches lessons with the CT. The US provides formative observation and mentoring.

All Candidates

- Lead instruction for a portion of each day.
- Teach first core curriculum area (language arts or math) and co-teach second core curriculum area (language arts or math), week 5
- Teach first and second core curriculum areas (e.g., language arts and math), week 6.
- Teach and Record TPA Cycle 1 (see TPA calendar).

Education Specialist Candidates

- Co-teach one reading or language arts lesson (or functional reading).
- Co-teach one math lesson (or functional math, e.g., cooking).
- Observe assessment or testing in one or more curricular areas (e.g., WJ or Brigance).
- Review and observe students' related services (e.g., speech, OT, PT, APE).

Cooperating Teacher

- Observe TC and provide verbal feedback; may use Making Content Accessible Form to guide discussion and/or for written comments.
- Plan next week's lessons collaboratively with TC for co-teaching.
- Facilitate the Candidate's assigned tasks/goals for the week.

University Supervisor

- Complete formal observation of TC and provide feedback.
- Check in with Candidate on TPA progress (see the TPA Calendar)

Week 7 & 8

During week 7 or 8, the TC is responsible for submitting a major university assignment (see TPA calendar). To make the TC's workload manageable this week, it is recommended that the CT assume primary instructional responsibility so Candidates can complete their TPA submission. The TC should observe and assist the CT and may also observe other classroom settings this week. During the non-TPA submission week, the TC teaches all language arts and math lessons and the CT and TC co-teach a third core content area (science or social studies). Education Specialist Candidates conduct assessments and, with the CT, subsequently write IEP objectives. The US and CT conduct the Mid-Term Evaluation with the TC.

All Candidates

- Meet with US and CT for Mid-Term Evaluation.
- Teach first and second core curriculum areas (e.g., language arts and math) and co-teach third curriculum area (e.g., science or social studies), week 7 or non-TPA submission week.
- Design a learning center to be used during station teaching if applicable to classroom.
- Decide with Cooperating Teacher which curricular area to assume next; plan next week's lessons collaboratively with CT for co-teaching.
- Submit the TPA (see TPA calendar).
- During the TPA submission week, observe and assist the CT. You may also observe other classroom settings this week.

Education Specialist Candidates

- Conduct assessment or testing in one or more curricular areas (e.g., WJ or Brigance).
- With CT, write present performance levels and IEP objectives based on assessment results.

Cooperating Teacher

- Provide input for Mid-Term Evaluation and participate in meeting

- Observe TC and provide verbal feedback; may use Making Content Accessible Form to guide discussion and/or for written comments.
- Facilitate the Candidate's assigned tasks/goals for the week (i.e., assume instructional responsibility the week the TPA is due so the TC can complete their submission).

University Supervisor

- Complete formal observation of TC and provide feedback.
- Complete Mid-Term Evaluation report and conduct meeting with Candidate and CT.
- Check in with TC on TPA progress (see the TPA Calendar) and plans for observing and assisting the week the TPA is due.

Weeks 9 & 10

During weeks 9 and 10, the TC and CT continue to co-plan and co-teach designated core curricular areas. The TC assumes full responsibility for the third area of core curriculum week 9 and the fourth area of core curriculum week 10 and co-plans and co-teaches the remaining areas. The Education Specialist gains additional practice completing other sections of IEP forms.

All Candidates

- Teach three areas of core curriculum and co-plan and co-teach all other areas, week 9.
- Teach four areas of core curriculum and co-plan and co-teach all other areas
- Decide with Cooperating Teacher which curricular area to assume next; plan lessons collaboratively with CT for Alternative (Differentiated) Teaching.
- Education Specialist: Practice completing other sections of IEP forms.

Cooperating Teacher

- Observe TC and provide verbal feedback; may use Making Content Accessible Form to guide discussion and/or for written comments.
- Facilitate the Candidate's assigned tasks/goals for the week.

University Supervisor

- Complete formal observation of TC and provide feedback.

Week 11 – 15 Solo Period

The TC assumes primary instructional responsibility for the solo period. During week 15 or 16, multiple subject Candidates are responsible for submitting a major university assignment (see TPA calendar). In order to make the Candidate's workload manageable this week, it is recommended that the CT assume primary instructional responsibility while the TC assists.

All Candidates

- Take on primary instructional responsibility the entire solo period (with the exception of Week 14).
- Consult with CT and US on writing the Individual Development Plan (IDP).
- Submit the TPA (see TPA calendar).
- During the TPA submission week, observe and assist the CT. You may also observe other classroom settings this week.

Cooperating Teacher

- Facilitate the Candidate's assigned tasks/goals for the week (i.e., for multiple subject Candidates, assume instructional responsibility the week the TPA is due so the TC can complete their submission).

- Discuss IDP with TC and US.

University Supervisor

- Complete formal observation of TC and provide feedback.
- Discuss IDP with TC and CT.
- Discuss with TC options for clearing the preliminary credential, such as district induction programs and university programs.
- Check in with Candidate on TPA progress (see the TPA Calendar)

Week 16

The US and CT conduct the Final Evaluation meeting with the TC.

All Candidates

- Meet with US and CT for Final Evaluation.
- Complete observations in various classroom settings and grade levels.
- Transition primary teaching responsibility back to CT.
- Complete Individual Development Plan (IDP):
 - Obtain signatures, keep original, and submit signed copy to the credential analyst
 - Intern Candidates will complete the IDP at the end of their last semester of Clinical Practice

Cooperating Teacher

- Provide input on Final Evaluation report and participate in meeting.
- Provide input on IDP
- Assume primary teaching responsibility.

University Supervisor

- Complete Final Evaluation report and conduct meeting.
- Provide guidance as appropriate on IDP

Summary of Suggested Curricular Timeline for Multiple Subject and Education Specialist Clinical Practice^{2*}

Week	Week 1	Week 2	Weeks 3 & 4	Weeks 5 & 6	Weeks 7-8
Roles at a Glance	<ul style="list-style-type: none"> ● Mandatory TC and US orientation at Cal Poly 	<ul style="list-style-type: none"> ● US, CT and TC discuss roles and responsibilities, exchange information, set schedules, seek video permission, & complete TPA Planning Form and Getting to Know Your Students Form. ● CT is primary teacher ● CT integrates TC into classroom routines, activities, instruction ● CT establishes role of TC as teacher with students 	<ul style="list-style-type: none"> ● TC observes/assists CT ● TC reviews any IEPs, behavior plans, student accommodations ● TC co-plans & co-teaches at least one language arts or math lesson for week 3. ● TC co-teaches one content area (language arts or math) for week 4 ● CT observes TC and provides feedback 	<ul style="list-style-type: none"> ● TC teaches one content area (language arts or math) and co-teaches a second content area (language arts or math) for week 5 ● TC teaches two content areas (language arts and math) week 6 ● ES CTs observe assessments/meet with related service providers 	<ul style="list-style-type: none"> ● TC teaches two content areas (language arts and math) and co-teaches a third content area ● CT assumes instructional responsibility TPA Submission Week ; TC Observes and Assists and can observe other classroom settings ● ES Candidates conduct assessments and draft IEP goals ● US completes Mid-Term Evaluation with CT & TC
	One Teach, One Observe; One Teach, One Assist		Station Teaching; Parallel Teaching; Supplemental Teaching; Differentiated Teaching; Team Teaching;		One Teach, One Assist (TPA Submission Week)

Week	Weeks 9 & 10	Weeks 11-15	Week 16
Roles at a Glance	<ul style="list-style-type: none"> ● CT and TC co-plan and co-teach all lessons for three content areas for week 9 ● CT and TC co-plan and co-teach all curricular areas week 10 ● ES Candidates participate in IEP meeting. 	<ul style="list-style-type: none"> ● TC teaches all curricular areas ● TC completes TPA in week 15 or 16 	<ul style="list-style-type: none"> ● CT transitions back to primary instructor ● TC observes in other classroom settings and completes IDP ● US completes Final Evaluation with CT & TC ● TC submits signed IDP to credential analyst
Co-Teach Model(s)	Station Teaching; Parallel Teaching; Supplemental Teaching; Differentiated Teaching; Team Teaching		One Teach, One Observe; One Teach, One Assist

^{2*} Activities for Mild/Moderate and Moderate/Severe credentials may be modified depending on setting and grade level. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

Sample Timeline for Single Subject and Education Specialist Clinical Practice ^{3*}

Week 1

Mandatory orientation at Cal Poly. Notification emailed to TCs.

Week 2

The US, CT, and TC discuss roles and responsibilities, exchange information, and set schedules that facilitate collaboration and communication in the forthcoming weeks. The CT should be the primary teacher during the early weeks. However, from day one the CT should begin orchestrating the timely, gradual integration of the TC into classroom routines, activities, and instruction. According to the co-teaching model, students should be encouraged to think of the TC as a teacher rather than a university student. At this stage the TC plays a supporting role by employing co-teaching approaches as appropriate. The TC will depend on the CT to identify and access resources and information to complete several important tasks.

Teacher Candidate

- Contact CT to introduce yourself and discuss roles, responsibilities, schedule, and calendar.
- Meet with US to discuss roles, responsibilities, and planning observations, visits, etc.
- Observe the CT's model lessons and discuss the observations with the CT.
- Complete Getting to Know Your Students Template (SS) or Class Profile Sheet (ES) and TPA Planning Form, Interview students informally; and learn students' names.
- Become familiar with specific student learning levels/review applicable IEPs.
- Monitor students during lessons and quiet work time; assist CT when needed.
- Become familiar with classroom responsibilities such as attendance, class schedules, classroom management, and behavior management systems/strategies.
- Become familiar with policies and procedures (e.g., emergency procedures, responsible use of technology)
- Receive training on electronic teaching and record keeping tools.
- Create schedule for and begin data gathering for the TPA (see TPA Calendar).

Cooperating Teacher

- Meet with US to discuss roles, responsibilities, schedule, video permissions, etc.
- Orient TC to campus locations, schedules, policies and procedures; discuss roles, responsibilities, and calendar.
- Begin TC's progressive integration into your school community, classroom life, and teaching.
- Help the TC complete their TPA Planning Form.
- Facilitate the TC's efforts to access needed information and resources related to their university assignments (e.g., data gathering for TPAs).
- Meet with TC for long-term planning and prepare curriculum map for co-teaching.

University Supervisor

- Meet separately with CT and TC for introductions, orientation and planning.
- Meet and introduce yourself to the school principal.

^{3*} Activities for Mild/Moderate and Moderate/Severe may be modified depending on setting and grade level. Bilingual Candidates should consult the handbook for the Bilingual Clinical Practice Seminar.

Weeks 3 & 4

The TC continues to observe and assist the CT while taking on growing levels of responsibility for classroom management routines as well as teaching, learning and assessment practices. In particular, the TC co-plans and co-teaches a lesson for at least one period. The CT observes and provides feedback to the Candidate. The US observes and reflects on the TC's teaching with the TC.

All Candidates

- Welcome students at the beginning of the periods, break, lunch, etc.
- Lead small-group work on five occasions and tutor one-on-one.
- Grade and record assignments for at least one period.
- Co-plan and team teach a lesson for at least one period.
-
- Begin long-term planning with CT; prepare curriculum map for co-teaching.
- Observe in different classrooms during the week.
- Gather data and brainstorm ways to differentiate instruction based on this information.
- Continue gathering data for TPA during this week (see TPA calendar).

Education Specialist Candidates

- Observe students in general education classrooms and/or in inclusive settings.
- Review students' IEPs, focusing on goals and their integration into classroom activities.
- Review any Behavior Support Plans, noting specific interventions and data collection.
- Observe CT use of progress monitoring and data collection practices.
- Start to assist with daily living skills (toileting, feeding), as appropriate.

Cooperating Teacher

- Co-plan and team teach a lesson for at least one period.
- Explain IEP forms and process used at your school site and the roles of general and special education teachers.
- Observe TC and provide verbal feedback; may use Making Content Accessible Form to guide discussion and/or for written comments.
- Provide examples of differentiated instruction and help TC brainstorm ways to differentiate instruction based on assessment data collected (e.g, student interests, funds of knowledge, content knowledge, language proficiencies and IEP/504/GATE learning goals).
- Facilitate the TC's assigned tasks/goals for the week.

University Supervisor

- Ensure the TC has the necessary permission to video.
- Ensure the TC has gathered sufficient information about their class and focus students' assets and needs to effectively differentiate instruction. Brainstorm additional ways to learn about students, if needed.
- Complete formal observation of TC and provide feedback.
- Check in with Candidate on TPA progress (see the TPA Calendar)

Week 5

The TC leads all lessons for one period, begins assuming responsibility for a second period, and co-plans and co-teaches lessons with the CT. The TC gathers formal and informal assessment data to complete the Case Study assignment. The US carries out formative observation and mentoring.

All Candidates

- Co-plan and co-teach lessons for at least one period each day this week.
- Develop formative assessment tools and grade and record student work.
- Shadow and observe one student in other classrooms.
- Observe in different classrooms during the week.
- Plan next week's lessons collaboratively with CT for co-teaching.
- Data gathering for TPA continues; create outline for writing (see TPA calendar).

Education Specialist Candidates

- Observe assessment or testing in one or more curricular areas (e.g., WJ or Brigance).
- Review and observe students' related services (e.g., speech, OT, PT, APE).

Cooperating Teacher

- Co-plan and co-teach lessons for at least one period each day this week.
- Explain IEP forms, your site's process, and the roles of general and special education teachers.
- Observe Candidate and provide feedback.
- Plan next week's lessons collaboratively with CT for co-teaching.
- Facilitate the TC's assigned tasks/goals for the week.

University Supervisor

- Complete formal observation of TC and provide feedback.
- Check in with Candidate on TPA progress (see the TPA Calendar)

Week 6

The CT and TC co-teach at least 2 periods every day. The TC develops assessments where needed. The US and the CT each observe the TC. The TC observes additional teaching styles and strategies by visiting other classrooms. The ES conducts assessments and, with the CT, writes IEP objectives.

All Candidates

- Co-plan and co-teach at least 2 periods every day, and develop assessments.
- Design a learning center to be used during station teaching if applicable to classroom.
- Co-plan next week's lessons collaboratively with CT for Station Teaching.
- Observe in different classrooms during the week.
- Teach and Record Cycle 1 (see TPA calendar).

Education Specialist Candidates

- Conduct assessment or testing in one or more curricular areas (e.g., WJ or Brigance).
- With CT, write present levels of performance and IEP objectives based on assessment results.

Cooperating Teachers

- Observe TC and provide verbal feedback; may use Making Content Accessible Form to guide discussion and/or for written comments.
- Facilitate the TC assigned tasks/goals for the week.
- Touch base with US as needed.

University Supervisor

- Complete formal observation of TC and provide feedback.

- Review self-assessment procedures with TC and indicate which TPE clusters to address.
- Touch base with CT as needed.
- Check in with Candidate on TPA progress (see the TPA Calendar)

Week 7

The TC is responsible for submitting TPA Cycle 1 this week or Week 8 (see TPA calendar). To make the TC's workload manageable it is recommended that the CT assume primary instructional responsibility the TPA submission week so Candidates can complete their TPA submission. The TC should observe and assist the CT and may also observe other classroom settings the TPA submission week.

Allow the TC to increasingly assume additional teaching and assessment duties. The CT and TC co-plan and co-teach at least 3 periods. The TC continues to observe additional teaching strategies by visiting other classrooms. The ES gains additional practice completing other sections of IEP forms.

All Candidates

- Co-plan and co-teach at least 3 periods every day, with different preps, if possible.
- Plan lessons collaboratively with CT for Alternative (Differentiated) Teaching
- Observes in different subject area classrooms during the week
- Continue writing/Submit TPA (see TPA calendar)
- If TPA submission week, observe and assist the CT. You may also observe other classroom settings this week.

Education Specialist Candidates

- Practice completing other sections of IEP forms

Cooperating Teacher

- Facilitate the TC's assigned tasks/goals for the week.(i.e., , assume instructional responsibility the week the TPA is due so the TC can complete their submission)

University Supervisor

- Touch base with CT regarding Mid-Term Evaluation.
- Check in with Candidate on TPA progress (see the TPA Calendar) and plans for observing and assisting the week the TPA is due

Week 8

Allow the TC to increasingly assume additional teaching and assessment duties. The CT and TC co-plan and co-teach at least 4 periods.ES Candidates conduct assessments and, with the CT, subsequently write IEP objectives. The US and CT conduct the Mid-Term Evaluation with the TC.

All Candidates

- Meet with US and CT for Mid-Term Evaluation.
- Co-plan and co-teach for at least 3 periods, with different preps if possible.
- Focus on developing special areas of differentiation (subject area, ELL, students with special needs, designing assessment tools, questioning strategies, student engagement, grouping).
- Submit the TPA, if applicable (see TPA calendar).
- If TPA submission week, observe and assist the CT. You may also observe other classroom settings this week.

Education Specialist Candidates

- Practice writing complete IEP and preparing for IEP meeting.
- Teach a differentiated lesson in any content area not yet taught.
- Co-plan and co-teach three curricular areas all week.

Cooperating Teacher

- Provide input for Mid-Term Evaluation and participate in meeting.
- Observe TC and provide verbal feedback; may use Making Content Accessible Form to guide discussion and/or for written comments.
- Facilitate the Candidate's assigned tasks/goals for the week (i.e., assume instructional responsibility the week the TPA is due so the TC can complete their submission).

University Supervisor

- Complete formal observation of TC and provide feedback.
- Complete Mid-Term Evaluation report and conduct meeting with Candidate and CT.
- Check in with TC on TPA progress (see the TPA Calendar) and plans for observing and assisting the week the TPA is due.

Week 9

At this point in CP, the CT and TC plan and co-teach all at least four periods each day, with different preps if possible. The TC practices differentiating instruction. The US and CT each observe the TC and provide feedback. ES Candidates gain additional practice completing other sections of IEP forms.

All Candidates

- Co-plan and co-teach four periods all week
- Decide with CT which curricular area to assume next; plan lessons collaboratively with CT for Alternative (Differentiated) Teaching
- Continue writing TPA (see TPA calendar)
- Education Specialist: Practice completing other sections of IEP forms

Cooperating Teacher

- Observe TC and provide verbal feedback; may use Making Content Accessible Form to guide discussion and/or for written comments.
- Facilitate the TC's assigned tasks/goals for the week.
- Review Mid-Term Evaluation with TC.

University Supervisor

- Complete formal observation of TC and provide feedback.
- Review Mid-Term Evaluation with TC.
- Check in with Candidate on TPA progress (see the TPA Calendar)

Week 10

The CT and TC co-plan and co-teach four periods per day, including lesson development, presentations, assessments and follow-ups. The US and TC discuss the self-evaluation.

All Candidates

- Co-plan and Co-teach four periods per day including lesson development, presentations, assessments and follow-ups.

- Observe in different classrooms as possible.
- Discuss self-evaluation with US.
- Continue writing TPA (see TPA calendar).

Cooperating Teacher

- Facilitate the TC's assigned tasks/goals for the week.

University Supervisor

- Complete formal observation of TC and provide feedback.

Weeks 11-15 Solo Period

The TC assumes primary instructional responsibility for the four-week solo period. During week 15 or 16 the TC is responsible for submitting TPA Cycle 2 (see TPA calendar). To make the TC's workload manageable this week, it is recommended that the CT take on the majority of the primary instructional responsibility while the TC assists.

All Candidates

- Take on primary instructional responsibility the entire solo period
- Submit TPA Cycle 2 (see TPA calendar).
- During the TPA submission week, observe and assist the CT. You may also observe other classroom settings this week.
- Education Specialist: Continue to co-plan and co-teach in all curricular areas.

Cooperating Teacher

- Facilitate the Candidate's assigned tasks/goals for the week (i.e., assume instructional responsibility the week the TPA is due so the TC can complete their submission).
- Discuss IDP with TC and US.

University Supervisor

- US observation and provide feedback.
- Discuss IDP with TC and CT.
- Discuss with TC options for clearing the preliminary credential, such as district induction programs and university programs.
- Check in with Candidate on TPA progress (see the TPA Calendar)

Week 16

The US and CT conduct the Final Evaluation with the TC.

All Candidates

- Meet with US and CT for Final Evaluation.
- Complete observations in various classroom settings and grade levels.
- Transition primary teaching responsibility back to CT.
- Complete Individual Development Plan (IDP):
 - Obtain signatures, keep original, and submit signed copy to the credential analyst
 - Intern Candidates will complete the IDP at the end of their last semester of Clinical Practice

Cooperating Teacher

- Provide input for Final Evaluation report and IDP and participate in meeting.
- Provide input on IDP.
- Assume primary teaching responsibility.

University Supervisor

- Complete Final Evaluation and IDP and conduct a meeting.
- Provide guidance as appropriate on IDP.

Summary of Suggested Curricular Timeline for Clinical Practice Single Subject and Education Specialist Settings^{4*}

Week	Week 1	Week 2	Weeks 3 & 4	Weeks 5	Weeks 6
Roles at a glance	Mandatory TC and US orientation at Cal Poly	<ul style="list-style-type: none"> US, CT and TC discuss roles & responsibilities, exchange information, set schedules, seek video permission, & complete TPA Planning Form and the Getting to Know Your Students Form. CT is primary teacher CT integrates TC into classroom routines, activities, & instruction CT establishes role of TC as teacher with students 	<ul style="list-style-type: none"> TC observes/assists CT TC reviews any IEPs, behavior plans, student accommodations TC co-plans & co-teaches one period CT observes TC and provides feedback TC & US observe & reflect on CT's teaching 	<ul style="list-style-type: none"> TC teaches one period and co-teaches a second period TC gathers formal & informal assessment data to complete Case Study assignment ES CTs observe assessments/meet with related service providers 	<ul style="list-style-type: none"> CT & TC co-teach two periods per day TC develops assessment CT & US observe & provide feedback ES Candidates conduct assessment & draft IEP goals
Co-Teach Model(s)	One Teach, One Observe; One Teach, One Assist		Station Teaching; Parallel Teaching; Supplemental Teaching; Differentiated Teaching; Team Teaching		

Week	Week 7	Week 8	Week 9	Week 10	Weeks 11-15	Week 16
Roles at a glance	<ul style="list-style-type: none"> CT & TC co-plan & co-teach 3 periods ES Candidates practice with IEP responsibilities US completes Mid-Term Evaluation with CT & TC 	<ul style="list-style-type: none"> TC completes TPA submission CT takes primary instructional responsibility to assist with TC workload 	<ul style="list-style-type: none"> CT & TC co-plan & co-teach all lessons for 4 periods ES Candidates participate in IEP meeting 	<ul style="list-style-type: none"> CT & TC co-plan & co-teach all lessons for 4 periods 	<ul style="list-style-type: none"> TC teaches all periods TC completes TPA wk 15; CT takes primary instructional responsibility 	<ul style="list-style-type: none"> CT transitions back to primary instructor TC completes Individual Development Plan (IDP) US completes Final Evaluation with CT & TC TC submits signed IDP to credential analyst
Co-Teach Model(s)	Station; Parallel; Supplemental; Differentiated; Team	One Teach, One Observe; One Teach, One Assist	Station Teaching; Parallel Teaching; Supplemental Teaching; Differentiated Teaching; Team Teaching		One Teach, One Observe; One Teach, One Assist	

^{4*} Activities for Mild/Moderate and Moderate/Severe credentials may be modified depending on setting and grade level.

Part 5: POLICIES AND PROCEDURES

Formative and Summative Grading of Clinical Practice

During Clinical Practice, the University Supervisor, in consultation with the Candidate and the Candidate's Cooperating Teacher (or Intern Support Provider), completes all Clinical Practice formative assessment tools and the Mid-Term Evaluation and Final Evaluation, documenting that the Teacher Candidate has met all necessary competencies at the level of a beginning teacher. An earned grade of Credit (CR) is required in Clinical Practice to earn a University recommendation for a teaching credential. During Clinical Practice, a grade of B- or higher will convert to Credit (CR). Grades lower than B- will be converted to No Credit (NC).

The University Supervisor and Teacher Candidate may use a variety of evidence to document competencies in the Teacher Performance Expectations, including the Clinical Practice assessment tools (e.g., Collaborative Conversation Guide, Making Content Accessible, etc.), formal and informal observations, observation and post-observation meeting notes, lesson plans, course assignments, samples of student work, written reflections, interviews/discussions with the Cooperating Teacher, and Candidate's documentation of participation in school-based experiences during Clinical Practice (e.g., faculty meetings, IEP meetings, etc.). Candidates are advised to keep an organized notebook or binder with specific TPE-related documents, lesson plans, reflections, and other pertinent materials.

When a Candidate is at risk of not passing Clinical Practice, the University Supervisor will work diligently with the Candidate and the Cooperating Teacher to meet the required Clinical Practice competencies. By the end of the semester, should a Candidate perform unsatisfactorily by failing to meet one or more of the knowledge, skills, or dispositions requirements as delineated in credential program standards or TPEs, they will earn an NC (failing) grade. Any Candidate who fails Clinical Practice will (a) repeat Clinical Practice the following semester with a Statement of Concern and Action Plan or (b) be removed from the program at the discretion of the Department Chair and the Coordinators. The University reserves the right to enact University appeal procedures in these circumstances (see the University Catalog for further information).

Incomplete grades will only be authorized in cases of emergency and/or lengthy absence due to illness. Each request for an Incomplete grade must be reviewed by the Department Chair and the Coordinators before this grade is recorded by the instructor of record.

Individual Development Plan

The Commission on Teacher Credentialing requires that each Candidate develop an Individual Development Plan (IDP) prior to the completion of the preliminary program. The IDP includes the individual's strengths and areas of need that will be addressed in the Clear Credential preparation program. The IDP facilitates the transition from initial teacher preparation to a Clear Credential preparation program by building upon the pedagogical knowledge and skills acquired in the Preliminary Credential preparation program. The IDP form is available from the Canvas Clinical Practice website. Candidates are responsible for completing this plan in collaboration with their Clinical Practice University Supervisor and Cooperating Teacher/ Intern Support Provider during Clinical Practice. They should keep their original IDP and will need to submit a

copy to the Credential Services Office with their Credential Application Form. The Credential Analyst will add information about the final credential recommendation and send the Candidate the final IDP upon recommendation for the credential. When the Candidate enrolls in a Clear program, they will be required to show their IDP. *Note: Intern Candidates complete the IDP at the end of their final semester of clinical practice.*

In the event of distance learning due to school closures, the Supervisor should note specific areas of improvement and suggested growth in both the notes section of the final evaluation and in the Individual Development Plan for any Candidate who has not met the criteria due to remote teaching. Those TPEs can be developed and supported through the Candidate's induction program.

Time Requirements and Attendance

The CTC requires that all Teacher Candidates complete Clinical Practice, a semester of supervised teaching that the CTC describes as a “developmental and sequential set of activities.” Participating in Clinical Practice is part of their professional commitment to become a qualified teacher.

Attendance is a crucial aspect of the Clinical Practice experience. As experiences in the classroom are developmental, it is vital that the Teacher Candidate not miss any time during the Clinical Practice assignment. It is the responsibility of each Candidate to:

- ALWAYS be on time.
- Attend each day at the assigned school site's classroom for the entire contractual day, as specified by the school district, five days a week for a full 16-week semester; interns often teach more than one semester.
- Do not take time off for vacations, celebrations, and so on during the semester.
- Follow the school holiday schedule, not the University's (i.e., if Cal Poly has a holiday but the school placement does not, the Candidate must attend their placement).
- Teacher Candidates in schools on a “year-round” calendar must teach during the entire Cal Poly Pomona semester.
- If a school's academic year ends earlier than that of Cal Poly Pomona, a Candidate should work with their University Supervisor to identify supplemental activities and observations they can complete to finish out the remainder of the semester.

We strongly recommend that Candidates refrain from holding other jobs, as participation in Clinical Practice is extremely time consuming and difficult at times.

Illness and emergency-status needs are the only acceptable reasons for absence from the Clinical Practice assignment. If more than 3 days of absence occur, a meeting may be held with the Program Coordinator. The Candidate may receive a Statement of Concern. Interns should follow their school policy for calling in sick. In the event of personal illness or extreme emergency, Candidates are to immediately notify their

- Cooperating Teacher
- School Site Administrative Assistant (who will inform the school site principal)
- University Supervisor

If a shift to online instruction or other unanticipated circumstances results in the equivalent of more than 3 days of absence, a Candidate will maintain an hourly log for the remainder of CP to ensure that they meet the required 600 hours across the arc of the credential program.

Substituting During Clinical Practice

A Candidate does not have a right to substitute teach, and opportunities to substitute vary from school to school. Upon request by a school principal during a Candidate's clinical practice, a Candidate may work as a substitute teacher under the following conditions.

1. The Teacher Candidate holds an Emergency Substitute Credential for the school district in which they are student teaching.
2. The Candidate receives permission from the CT, US,, Program Coordinator, **and** Education Department Chair.
3. The substitute teaching is temporary or short term and does not impede the fulfillment of the Clinical Practice requirements.
4. The substitute teaching opportunity is near or during the official solo teaching period.
5. The Candidate has demonstrated student success and shows promise that she/he is able to assume the responsibilities of a full-time teacher.
6. The Candidate continues to be supervised by the US..
7. The Education Department or the school district reserves the right at any time to limit the opportunities for Candidates to substitute teach.

A violation of this policy may result in termination of the Clinical Practice assignment and Clinical Practice Candidates who substitute without the proper credential and/or university authorization may be subject to legal liability.

District Labor Disputes

In the event of a school or district labor dispute, Cal Poly Pomona endorses a policy of non-involvement for Teacher Candidates. If there is a strike at the placement site, Candidates should report to their US. Should a strike last longer than five consecutive teaching days, the Candidate may be reassigned. If any Teacher Candidate decides to participate in strike activities, Cal Poly Pomona will no longer recognize them as a representative of the California State University, and they will not be authorized to student teach.

Appropriate Conduct

During Clinical Practice experience, a Candidate is both a University student and a teacher in their assigned school. They are governed by the Cal Poly Pomona [Student Conduct Code](#) and *all* Clinical Practice policies and procedures, including attendance policies. They are also students in terms of their relationship with their Cooperating Teacher (or Intern Support Provider) and University Supervisor. As a teacher Candidate, they represent Cal Poly Pomona and the Education Department in their placement school. They are expected to work and act in a professional manner that reflects well upon themselves, the credential program, and the university.

As a Clinical Practice teacher, a candidate is a guest in classrooms and schools. They are a teacher to their students, their parents, the principal, and other school personnel. As such, they

also must adhere to California's legal requirements for teachers and the policies, rules and regulations of the placement school.

Teachers and administrators have the right to ask Candidates to leave the school. This will result in a Statement of Concern being placed in the Candidate's file and may jeopardize their academic standing at Cal Poly Pomona. See the section on "Withdrawal or Removal from Clinical Practice" below.

Personal Conduct. Candidates must engage in appropriate conduct, including maintaining professional relations with minors and making decisions that focus on their welfare. They are encouraged to communicate with their CT and US immediately if they have any questions about unusual interactions they have with students or any situation at the school site that makes them uncomfortable. Please observe the following guidelines:

- Refrain from hugging or having other physical contact with students, even when students initiate such contact.
- Avoid conversations of a sexual nature.
- Always remain in view of teachers/administrators when interacting informally with students (e.g., during recess or lunch).
- Do not agree to "keep secrets" for any students.
- Do not give students food, candy, or other items without first getting permission from the CT or school principal.

Electronic Devices. Candidates must follow guidelines from their site regarding the use of electronic devices. Cell phones and other non-instructional electronic devices should be limited to non-instructional times during the day (i.e., breaks, recess, lunch, etc.) and never in the presence of students and families. If they have an emergency, they should step out of the classroom without disrupting the class before texting or answering the phone.

Professional Appearance. While working at a school site as a Teacher Candidate, it is important to maintain professional appearance and attire in classroom and virtual settings. Acceptable attire for Teacher Candidates consists of "business casual" clothing; close-toed shoes are recommended. Hairstyles should be neat and clean; hats or caps should not be worn (religious head coverings are permitted). Unacceptable attire includes sweatpants, ripped clothing, pants that result in exposure of private body parts when bending or sitting, clothing with see-through materials, flip-flops, and bedroom shoes/slippers. All Candidates should note that the exposure of tattoos, facial piercings and hair color are left to the discretion of the school site. Candidates should remember this site might consider hiring them one day, so they should leave a good impression. In virtual settings, Candidates should keep their cameras on and ensure that backgrounds look professional and free from distractions.

Legal Responsibilities. The Child Abuse and Neglect Reporting Act (CANRA) mandates that teachers and other school employees report suspected child abuse or neglect. As contracted teachers, Interns are school employees and therefore mandated reporters. The Act does not specify "student teachers" in its definition of mandated reporters. However, Penal Code 11165.744(b) encourages reporting by anyone who has direct contact with and/or supervision of children. If they suspect child abuse or neglect, they should notify the Cooperating Teacher and

University Supervisor as soon as practically possible. More information on [CANRA](#) is available from the Department of Social Services.

Maintain student confidentiality at all times. The Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) delineate information that must be kept confidential and secure. Candidates will have access to certain kinds of information about their students and should consult with their CT and/or site administrator about the rules and policies in effect so that their actions remain in compliance with FERPA and HIPAA. Follow the CalTPA [confidentiality guidelines](#) while making video recordings.

Statement of Concern

The Education Department uses a Statement of Concern process to address issues with students and/or persistent unsatisfactory performance in courses and Clinical Practice. A student who receives two Statements of Concern at any point during the program will be subject to removal from the program and ineligible to reapply for admission. Performance issues in courses are handled by the instructor of record for the course. Significant CP performance concerns are handled by the University Supervisor, the Program Coordinator, and the Department Chairperson. The US writes the Statement of Concern in consultation with the Program Coordinator, identifying issues that may prevent a Candidate from successfully completing a credential program. The Statement includes an Action Plan that provides guidelines for the Candidate to address the identified issue(s) and a deadline for completion. The Candidate's work is submitted to the Program Coordinator who, after consultation and careful consideration, makes a determination on consequences and/or follow-up, which may include removal from Clinical Practice or being exited from the program.

Withdrawal from Clinical Practice

There are two types of withdrawal from Clinical Practice:

1. *Candidate Withdraws from Clinical Practice Prior to District Confirmation of Placement*
A Candidate who has submitted a Clinical Practice Application, but wants to withdraw prior to their district-confirmed assignment must contact the Placement Office immediately and complete and submit the [Request to Withdraw from Clinical Practice](#).
2. *Candidate Withdraws from Clinical Practice After District Confirmation of a Placement Assignment or After Clinical Practice Begins*
 - A Candidate withdrawing after district confirmation of placement must immediately contact the Placement Office and discuss the situation with Clinical Practice Placement personnel and/or the Program Coordinator. The Candidate may be required to wait until the following semester for a new placement, depending on the circumstances of withdrawal. The Program Coordinator may write a Statement of Concern to be placed in the Candidate's file.
 - If there are no extraordinary extenuating circumstances, failure to show up to the assigned placement (a "No Show") will require the Candidate to formally reapply for Clinical Practice by the deadline for the next requested semester. A Statement of Concern will be placed in the Candidate's file. "No show" Candidates may not withdraw again under any circumstances, or they will be exited from the program.

- [A Request To Withdraw From Clinical Practice](#) must be submitted to the Clinical Practice Placement Office. If the withdrawal takes place after the Add-Drop period, a [Request for Class Withdrawal for Serious and Compelling Reasons](#) form must also be submitted to the instructor of each Clinical Practice course (Clinical Practice, Clinical Practice Seminar, and the TPA course, EDU 5351, as applicable) to be approved by the Department Chair, Dean, and AVP for Student Success.

Removal from Clinical Practice

A Clinical Practice Candidate or Intern who violates the Cal Poly Pomona [Student Conduct Code](#); Clinical Practice policies or procedures; or the policies, rules, or regulations of the placement school may be removed from a placement at the request of University or school site personnel. Teacher Candidates who are unable to complete the semester will receive a grade of NC for the semester. A Statement of Concern will be placed in the Candidate's file. The Candidate may be removed from the credential program. Reasons for removal from a placement include, but are not limited to:

- Violations of the University's [Student Conduct Code](#), [Nondiscrimination and Sexual Harassment](#) policies, or [Violence, Zero Tolerance](#) policies
- Significant lack of content knowledge
- Significant and consistently poor lesson planning
- Consistently inappropriate adaptations for EL students or students with special learning needs
- Inability to appropriately relate to and work with students in the classroom
- Poor interpersonal skills with students or adults
- Consistent tardiness, early departures, and/or excessive absences
- Inappropriate attire
- Inappropriate use of technology (phones, tablets, computers, etc.)
- Persistent failure to meet the site's expectations for faculty

Notes on Withdrawal, Removal, and Appeal:

1. The Teacher Candidate may appeal any withdrawal or removal decisions to the Education Department Appeals and Reinstatement Committee. The Candidate must provide verification and documentation and submit this to the Department Chair. A good faith effort to settle a dispute at the department level must be made before a formal grievance can be filed. Even after filing, efforts to resolve the dispute by informal means should continue. Please consult with the Department Chair as a first step in resolving any dispute. The next step is to appeal to the [Office of Student Success](#).
2. Students who are withdrawing from *all* classes in a semester may want to fill out a [Leave of Absence form](#). This is a separate process, and the form is available on PolyDocs..
3. An Intern may not withdraw from Clinical Practice or apply for a leave of absence while employed at a school district as an Intern.

Part 6: REQUIREMENTS FOR RECOMMENDATION OF A CREDENTIAL

Toward the end of Clinical Practice, you will receive an email sent to your Cal Poly email address delineating the process for applying for your Preliminary Credential. The [Credential Recommendation Request Form](#) is also available on the Credential Programs website. The University's Credential Analysts are available to assist in this process and answer any questions you may have. After the Candidate submits all forms, the Credential Analyst then recommends the Candidate for credential authorization online. The Candidate completes the online application process and pays the CTC credential fee. A confirmation number is provided to the Candidate from CTC. Within 7-10 days, the credential document is viewable and printable from the CTC website. Remember that your Preliminary Credential is good for five years and you must complete a Clear Credential before expiration of the Preliminary.

As the end of Clinical Practice, Teacher Candidates are required to complete several online surveys to provide feedback and suggestions regarding your credential program and Clinical Practice experiences:

1. CSU Chancellor's Office Exit Survey (also on the "Forms" website)
2. Cal Poly Pomona General Survey of Overall Program
3. Candidate Evaluation of University Supervisor
4. Evaluation of Cooperating Teacher/Intern Support Provider and Clinical Practice
5. Bilingual Program Candidate Evaluation (for bilingual Candidates)

These surveys are anonymous and confidential; data are aggregated and combined for analysis. They provide our program with valuable feedback, so we can make changes as needed. All surveys are sent to you via email. You will have about two weeks to complete the surveys. Please check your Spam/Junk/Clutter folders, in case the emails are directed there.

Cooperating Teachers and Intern Support Providers also receive a survey via email so they can provide feedback and suggestions about our credential programs. Please encourage your CT or Intern Support Provider to check their email and respond to the survey in a timely manner.

Final Steps

The Candidate must fulfill the following to be recommended to the CTC for a credential:

1. Complete all requirements as listed on your Program Plan.
2. Maintain an overall B- average in all credential courses.
3. Pass CalTPA Cycles 1 and 2.
4. Earn CR in Clinical Practice courses and seminars.
5. Successfully pass the RICA exam (Multiple Subject and Education Specialist Candidates); for more information, see the RICA [website](#).
6. Possess a valid Infant, Child, Adult CPR certification.
7. Provide verification of the U.S. Constitution requirement if not a CSU graduate.
8. Complete the Individual Development Plan.
9. Complete the Exit Surveys.
10. Submission of Mid-Term and Final Evaluations by University Supervisors.
11. File a [Credential Recommendation Request Form](#)