



CALIFORNIA STATE UNIVERSITY

E A S T B A Y

COLLEGE OF EDUCATION AND ALLIED STUDIES
DEPARTMENT OF TEACHER EDUCATION



FIELD PLACEMENT HANDBOOK
MULTIPLE AND SINGLE SUBJECT PROGRAMS
STUDENT TEACHERS
2021-2022

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OVERVIEW AND STATUTORY REQUIREMENTS

This handbook will help you understand the policies and procedures for fieldwork, also known as fieldwork, student teaching, field placements or clinical experience. All candidates working towards a multiple or a single subject credential in the state of California must complete approximately 600 hours of fieldwork over two semesters that prepares them to lead a classroom. The fieldwork can only be accomplished while you are enrolled in a credential program and it must be done over the duration of two semesters. The basic requirements for fieldwork hold true whether you are a traditional student teacher or a student teacher under contract (intern credential), although there are additional requirements if you are a student teacher under contract. These are found in the Intern Handbook.

The requirements for fieldwork include approximately 600 hours of fieldwork and a significant amount of solo teaching. The Teacher Credential programs at CSUEB track these hours using an App called Time to Track. Candidates are required to purchase a one-year subscription. Specific instructions for using Time to Track will be covered in your Fieldwork Seminar course. The Teaching Credential Programs at Cal State East Bay have determined that our model meets these requirements for traditional student teachers and we do not require recordkeeping by candidates to prove this.

The California Commission on Teaching Credentialing states the following as regards clinical experiences:

It is the expectation of the Commission that fieldwork experiences evolve over the course of the program, increasing in responsibility as the candidate moves closer to completion of the preparation program and licensure. Clinical experience can encompass a wide variety of activities that range from observation of veteran teachers

modeling good practice in instruction, to beginning practice using various teaching strategies in diverse settings, to assuming full responsibility for students in the classroom, and demonstrating pedagogical competence.

The 600 hours of supervised clinical practice is required of all candidates, regardless of pathway and occur throughout each candidate's preparation program ("across the arc of the program").

Placements must be selected to provide the candidate with experiences that allow him or her to practice and acquire the knowledge and skills included in the TPEs.

Clinical Experiences must be under the guidance and supervision of a district employed supervisor/master teacher, veteran practitioner, program supervisor and/or course instructor. Hours of instruction by a candidate in a classroom where the district employed supervisor/master teacher is not present may qualify toward the 600 hours as long as these hours of instruction are prepared with and guided by one or more designated supervisors selected and approved by the program for the purpose of supervision (Co-teacher, mentor, university supervisor, faculty, etc.) and are followed by designated time for reflection. This guidance and supervision may occur in person or via technology assisted communication.

Examples of appropriate activities that may be included in the 600 clinical practice hours include:

- *Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching,*
- *Co-planning time, with veteran practitioners for lessons that the candidate will deliver,*
- *Working with veteran practitioners, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students*
- *Time working with professional learning communities, grade level and department meetings.*

These activities may occur in classrooms, in virtual learning environments, or in a hybrid that includes both modalities.

Candidate observations of classroom teaching may or may not qualify toward the 600 hours. Only those that are intentionally designed by the program, occur in placements that are selected or approved by the program, and are for the purpose of helping candidates understand the link between specific objectives in coursework and teaching practice may qualify as part of the 600 hours.

Among activities that should not be included in the 600 hours are general lesson planning done independently by the candidate, or hours spent supervising extracurricular activities. In addition, mock instruction or observation of fellow candidates (and without TK-12 students) as part of a course would not qualify as part of the required 600 hours.

SOLO OR CO-TEACHING REQUIREMENT

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

1. “Solo or co-teaching or the equivalent” includes those activities in which the candidate plans or co-plans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo teaching experience must provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence.

2. The minimum time requirement (4 weeks) for the solo or co-teaching period is to ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time the candidate should be fully responsible for: planning lessons based on the students in their classroom, delivering the lessons, monitoring student progress toward achieving the academic goals included in the lessons, informal and formal assessment of students, and reflection of their teaching practice.

DIVERSITY IN ALL PLACEMENTS

1. In all clinical practice placements, candidates should have significant exposure to school settings that reflect the full diversity of California public schools.

2. Prior to placing student teaching candidates, programs should review the demographics of the school to ensure a “diverse school setting” that reflects California’s public schools. The TPEs provide a valuable definition of “all students” that should be used by programs in making this determination. Programs must ensure that the placement is a diverse school setting relative to all of the following, and may be required to provide evidence at the time of the site visit:

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

In addition, the CTC requires that the curriculum taught in the schools during fieldwork align to California content standards.

PLACEMENT SCHEDULE

Exact dates for the placements may change due to the needs of the individual districts in which the candidates are placed and health restrictions due to the COVID-19 pandemic.

Fall Semester Placement I

This placement begins approximately at the start of CSUEB fall semester and ends at its conclusion, sometime in December. Student teachers are required to spend five instructional hours per day in the classroom of the

cooperating teacher's classroom, four days a week. Candidates begin by observing the classes taught by the cooperating teacher. Gradually, they move into team-teaching during the instructional hours. They ultimately take responsibility for facilitating one hour per day while continuing to team-teach/assist the remaining time. Candidates will solo teach and/or co-teach one class for two weeks. The university supervisor and the cooperating teacher will determine the best time for solo teaching. (Note: Interns follow their district or school calendar).

Many school districts might be using virtual learning environments solely or as part of the school day. Student teaching can still take place in a virtual environment, although we recognize that may change the pattern of how you participate in fieldwork. The program will be flexible in considering how a candidate meets the requirements,

Spring Semester Placement II

This placement begins on the first day of the spring semester, commonly just after the Martin Luther King, Jr., holiday. Student teachers are required to spend five instructional hours per day in the classroom of the cooperating teacher's classroom, 4 days a week. During spring semester candidates will solo or co-teach usually for a minimum of two weeks. It is recommended by Cooperating Teachers that student teachers spend several weeks being at school "full time," that is shadow entire days at school. We urge candidates to do this, within any parameters set by COVID-19 health issues.

Candidates should stay in their placements during the CSUEB spring break. The spring semester placement officially ends with CSUEB commencement.

The exact sequence of student teaching is determined by the cooperating teacher, university supervisor, school district calendar, and candidate as well as any health mandates due to the COVID-19 pandemic. Please note that some school districts are going to request that you begin your placement immediately after New Year's or that you stay until school ends in June. It is up to each candidate to decide how to respond to such requests. The program will not penalize you if you decline the district's request but the district may then opt not to take you as a student teacher. The program has no control over that. More importantly, there is a reasonable chance that the district may offer you a job in the future and your maintenance of good will is valuable.

UNIVERSITY SUPERVISORS

University supervisors represent the university in the schools and play a key role in the SB 2042 credentialing process. They serve as liaisons to cooperating schools and to the university. Supervisors observe and evaluate the student teacher in the classroom placement. They help the candidate to relate his/her teaching experiences to previous academic training and current professional preparation and practice. They also explain and reconcile any differences between the philosophy or methods employed by the cooperating teacher or site partner and those presented in the credential program.

Protocol

It is important that the Cooperating Teacher, University Supervisor, and candidate have multiple means of communicating. We strongly recommend that candidates take the responsibility for ensuring this and help to set up a zoom meeting in which everyone can introduce themselves.

During fall semester 2021, supervision could occur remotely via the GoReact platform, in-person classroom visits, or a combination of both observation modalities. This is determined by district policies, health guidelines, and/or the specifics of the fieldwork assignment. Supervisors observe the candidate facilitate six (6) or more lessons that are evenly spaced over the course of each semester's placement. At the end of the field placement, supervisors set

up a zoom three-party formative evaluation conference with the candidate and either the cooperating teacher (traditional student teachers) or site administrator (student teachers under contract). At the conference, the supervisors and either the cooperating teacher or site administrator evaluate the performance of the candidate.

University Supervisors:

1. Prepare a document that outlines their supervision and scheduling practices, encourages open communication among the four parties, and provides their contact information. (This document is provided to the candidate, cooperating teacher or site partner, and the school site administrator.);
2. Observe the candidate deliver lessons and review the candidate's lesson plans, plan book, and reflections every school visit;
3. Provide the candidate written feedback that aligns with the TPEs, highlights commendable practices, and identifies areas in which improvement is needed and offers suggestions for improvement;
4. Track and report to the CSSC and program coordinators both their and the Master Teacher's Summative Evaluation of the candidate's progress toward meeting the TPEs;
5. Notify the credential coordinator immediately of concerns;
6. Consult with cooperative teacher or site partner;
7. Evaluate the performance of the candidate in a Three-Party Summative Evaluation conference which includes the cooperating teacher or site administrator, the candidate, and the university supervisor; and
8. Write letters of evaluation/recommendation for the candidate's employment dossier.

All field placement sites agreed to allow video recording of candidates, but candidates will have send home video permission slips.

Collaborating Teachers

In some cases school sites may use Collaborating Teachers. This means that the cooperating or master teacher is also the university supervisor. Collaborating Teachers work as master teachers and in addition conduct formal observations and evaluations of the student teacher. Collaborating Teachers receive training from the teacher credential program so that they are fully aware of the TPEs and the edTPA. Candidates may not request this option, it is only agreed on between the program and the school district.

THREE-PARTY SUMMATIVE EVALUATION CONFERENCE

At the end of the placement, after a candidate's solo-teaching period concludes, all three parties (candidate; supervisor; and cooperating teacher or site administrator) meet to discuss the growth attained by the candidate over the course of the placement. Prior to the conference, the university supervisor and either the cooperating teacher or site administrator **each** completes a Summative Field Experience Evaluation form that validates the candidate's performance in the field. Thus, every candidate is expected to have two sets of evaluation forms per field practicum, a Formative Assessment at the end of the fall placement and a Summative Assessment at the end of spring placement

All parties must sign and date each of the forms. They must also retain a signed copy of each set of forms for their records. Supervisors make certain that all required signatures are on both sets of Evaluation forms before sending the forms to the CSSC. Supervisors submit both sets of the forms immediately after the conference. Supervisors submit the scores to the CSSC.

PROCEDURES FOR UNSATISFACTORY FIELD EXPERIENCE

In cases where a candidate is not performing at a level that will lead to successful completion of field work the following processes shall be followed. The intent of these processes is always to help the candidate succeed and therefore seeks a positive outcome. At the same time, the program has a responsibility to ensure that the education of pk-12 students in field placement sites is not harmed by student teachers.

Should the university supervisor determine that the candidate's performance may **not** warrant credit, early in the process, the university supervisor will:

1. Discuss the situation with the candidate and inform the candidate of the possibility that no credit may be awarded;
2. Discuss the situation with the credential coordinator and, if necessary, arrange for a formal observation of the candidate by the credential coordinator or her/his designee;
3. Conduct a three-party conference with the candidate, the cooperating teacher (traditional student teacher), and the university supervisor. If the candidate is under contract, the three-way conference will include the site administrator/designee. If appropriate, the credential coordinator and/or site administrator may also participate in this conference.

During the conference, the university supervisor and cooperating teacher / site administrator should:

1. Specify the areas in which the candidate is making unsatisfactory progress;
2. Describe, as specifically as possible, the changes that the candidate must make to earn credit;
3. Provide a timeline for improvement;
4. Clarify what the university supervisor and cooperating teacher/ site administrator will do to help the candidate succeed and describe other resources that the candidate may need to draw upon;
5. Answer all questions posed by the candidate.

After the conference the university supervisor will:

- Prepare an Improvement Plan that outlines #2 and #3 from the conference. Copies are to be sent to the cooperating teacher, site administrator, credential coordinator, the candidate's credential file, and the department chair.
- If a candidate refuses the Improvement Plan they may be subject to declassification from the program.
- A candidate may appeal an Improvement Plan by submitting a written appeal to the program coordinator and department chair with 5 working days of receiving such a plan. The appeal will only be accepted in the form of a PDF attached to an email.

The university supervisor and cooperating teacher or site partner should continue to observe the candidate regularly and document the candidate's performance. The site administrator may also be asked to provide additional observation/documentation.

The credential coordinator, after consultation with the university supervisor, should select from the following options:

1. Counsel the candidate to repeat the field experience;
2. Counsel the candidate to investigate other career choices and formally withdraw from the credential program;

3. Seek to declassify the candidate from the program/university.

A student may be declassified for cause at any time by the Chair of the department with the concurrence of the Dean of the College of Education and Allied Studies.

COOPERATING TEACHERS

Cooperating teachers acquaint candidates with the classroom by:

1. Providing a class list and seating chart to the candidate;
2. Involving the candidate in class activities; and
3. Welcoming the candidate to attend school and district professional development programs and meetings.

Cooperating teachers engage the student teacher in planning the instructional program for the class. They also:

1. Conference with the candidate at least once per week and give daily guidance and feedback;
2. Require the candidate to submit lesson plans at least one full day in advance of teaching;
3. Review lesson plans with the candidate prior to teaching;
4. Provide opportunities for the candidate to complete course assignments that may regard teaching lessons that do not correspond to the textbook program or curriculum.

Cooperating teachers evaluate candidates and complete a Summative Field Experience Evaluation Form after the candidate completes his/her solo-teaching period.

At the end of the placement, cooperating teachers participate with the university supervisor and the candidate in a three-party evaluation conference at which time they share their impressions of the candidate's growth as a student teacher and potential as a professional educator.

Cooperating teachers are expected to immediately request a three-party evaluation conference **early** in the CSUEB semester, if they are concerned about the candidate's competence or commitment to teaching. They may recommend that a candidate be suspended from student teaching if the candidate does not satisfactorily demonstrate progress in meeting the TPEs. A cooperating teacher or school site administrator does not have to provide a reason when requesting candidate removal. Such an action will generate an Intent to Dismiss letter.

RESPONSIBILITIES AS STUDENT TEACHERS

Candidates must be ready to provide their field site administrators and support providers:

1. A copy of their current Certificate of Clearance;
2. A copy of their valid negative TB report;
3. A copy of their immunization report;
4. Their current telephone number and e-mail address;
5. The name and contact information of their Supervisor.

In addition to adhering to school rules, policies and professional obligations, each candidate is also expected to:

1. Report for student teaching as scheduled for their team;
2. Become acquainted with school personnel and facilities;
3. Arrive at the school on time, be prepared to teach, and have all lesson plans and materials ready for the day;
4. Assist in emergency situations as the school site (e.g., step in for a short-time to supervise students);
5. Attend faculty meetings, *Back to School Night*, *Open House*, and other school functions provided that the events do not conflict with courses;
6. Participate in weekly instructional scheduling and lesson planning with cooperating teacher and/or site partner;
7. Schedule lesson evaluations and conferences with university supervisor, cooperating teacher, and /or site partner;
8. Present to cooperating teacher, site partner, and/or university supervisor at least 24 hours in advance of teaching: a) courses of study; b) unit outlines; c) instructional plans; and/or d) other materials that demonstrate satisfactory evidence of lesson preparation;
9. Maintain accounts in Time to Track;
10. Maintain an e-portfolio;
11. Lesson Planning: Have lesson plans done at least a day (preferably several days) ahead of time and share these with your master teacher at least one day in advance of teaching;

Failure to meet one's student teaching responsibilities may result in disqualification from the program.

SUBSTITUTE TEACHING & STRIKE POLICIES

Substitute Teaching Procedures

Candidates may serve as substitute teachers under the following conditions:

1. The candidate must complete: a district teaching position application; a 30-Day Emergency Substitute Teaching Permit application through the school district; and other requirements as specified by the district
2. Candidates may serve as substitutes for their cooperating teacher. Candidates may serve as substitutes for other teachers if the assignment does not conflict with their regularly scheduled field work.
3. Candidates must be paid for their work as substitute teachers. If candidates are not paid they should contact the Department Chair immediately.
4. It is the responsibility of the candidate to make sure that substitute teaching does not interfere with university coursework.
5. Substitute assignments over five contiguous days must be approved by the Program Coordinator.

Strike Situation Policy

Student Teachers

If the teachers in a school district are involved in a strike, then the field experience placements in that district shall be suspended. Candidates shall no longer go to their school sites during the period of the strike. Candidates should contact the credential coordinator. If the length of the strike will make it impossible for candidates to fulfill the

requirements of that field placement, they will be reassigned. In this case, field experience refers to assignments made by CSUEB. This policy does not pertain to paid or volunteer services outside the scope of the student teaching assignment.

Interns/Candidates Teaching under Emergency Credentials

Candidates teaching under emergency credentials and interns are employees of a school district. During collective bargaining, they must decide for themselves whether or not they will take part in any action, including a strike, related to their employment.

Status of CSUEB Supervisors

We ask that both teachers and administrators consider the dilemma a strike poses for our program. We need positive relationships with all parties in a school district. CSUEB supervisors will not enter schools during a strike situation.