

National University



School of Education Department of Teacher Education Teacher Education Multiple Subject/Single Subject Credential Program Clinical Practice

Candidate Student Teaching Eligibility Requirements

The requirements for Multiple Subject and Single Subject programs must be fulfilled prior to the clinical practice (student teaching) experience. Additionally, other requirements will need to be completed prior to applying for the Preliminary Teaching Credential. Full details regarding eligibility requirements are found in the current National University General Catalog.

Student Teaching Requirements for all Multiple Subject and Single Subject Credentials

All requirements must be completed and submitted to the Credential Program Specialist prior to being assigned a student teaching placement. Please see a Credential Program Specialist for specific information regarding any of these requirements and the Student Teaching deadlines which vary by region and district.

Candidates will provide proof of meeting the following Student Teaching requirements:

1. Have a completed Credential Packet on file with the credential department.
2. Provide proof of Fingerprint Clearance through the CTC
3. Provide proof of passage of a Basic Skills Assessment.
4. Provide proof of meeting the subject matter competency requirement. Single subject teacher candidates may meet subject matter by passing the appropriate commission-approved examination or by obtaining a complete subject matter equivalency letter from a regionally accredited CTC-approved program, verifying completion of the appropriate subject matter waiver program. Multiple subject teacher candidates must demonstrate subject matter competency by passing a Commission-approved examination, currently the California Subject Examination for Teachers: Multiple Subjects (CSET). Candidates are encouraged to take the CSET at the first available test date after enrollment.
5. Provide verification of a negative result on a tuberculin examination taken within the last four years.
6. For Graduate Candidates: Complete credential coursework with a 3.0 GPA; "D" and "F" grades are not accepted. For Undergraduate Candidates: All undergraduate coursework must be completed with a minimum 2.0 cumulative GPA and 2.5 in credential coursework.

7. Pass Teaching Performance Assessment tasks Subject Specific Pedagogy and Designing Instruction
8. Have a zero National University account balance.
9. Attend a Screening Interview and be recommended by a School of Education faculty member to student teach.
10. Attend a Student Teaching Orientation meeting.

Notes:

1. Candidates with three or more years of accredited private school experience may be able to waive student teaching under SB 57. See a Credential Program Specialist for details, or obtain information on the CTC website at www.ctc.ca.gov. No other waivers will be considered by National University for candidates seeking a California Teaching Credential.
2. Candidates with six or more years of accredited private school experience may apply directly to the California Commission on Teacher Credentialing (CTC) under SB 57 by submitting application form 41-4, fingerprint clearance materials, transcripts, other requested materials, and current applicable fees. Website: www.ctc.ca.gov/credentialinfo/credinfo.html or call (888) 921-2682 (toll free).

Additional Preliminary Multiple and Single Subject Credential Requirements

Candidates must successfully complete the following requirements prior to eligibility for a Preliminary Multiple and Single Subject Credential:

1. Passage of Student Teaching and Seminar coursework (TED 530A/B & TED 531A/B)
2. For Graduate Candidates: Complete all credential coursework with a 3.0 GPA; “D” and “F” grades are not accepted. For Undergraduate Candidates: the bachelor’s degree must be conferred, with a minimum 2.0 cumulative GPA and 2.5 in credential coursework.
3. Passage of the Reading Instruction Competence Assessment (RICA) – Multiple Subject candidates only
4. Meet the U.S. Constitution requirement
5. Possess a Valid CPR Card for Infant, Child, and Adult
6. Passage of all four Teacher Performance Assessment (TPA) Tasks
7. Complete Exit Interview with a Credential Program Specialist to verify all requirements have been successfully completed
- 8.

Student Teaching Placement Procedures and Requirements

University Support Providers or Regional Clinical Practice Coordinators will find appropriate student teaching placements that meet the Commission on Teacher Credentialing (CTC) and National University requirements. The Regional Clinical Practice Coordinators will approve the placement before the candidate is officially assigned. Failure to assign candidates to settings that meet the placement criteria is a violation of the CTC requirements and the National University Honor Code. Special placements not in compliance with the placement requirements because of regional center/school district placement constraints require approval from the Committee on the Application of Standards (CAS). University Support Providers and Regional Clinical Practice Coordinators will use the following placement criteria to determine an appropriate placement:

1. Candidates are placed in their student teaching assignment by the university. Candidates are not to contact districts directly to obtain a student teaching placement. Doing so may have a negative impact on National University's relationship with our district partners. University Support Providers will find placements that meet the CTC and National University requirements. Candidates authorize National University to release all pertinent information to any school district for the purpose of securing a student teaching placement.
2. The Candidate Screening Interview is a requirement of the student teaching process. A Regional Clinical Practice Coordinator or University Support Provider meets with the candidate, reviews the candidate's professional documents, and addresses student teaching questions and concerns. The interview is intended to review the candidate's qualifications to become an effective teacher including academic performance, personal characteristics, cultural sensitivities, and professional dispositions. Each candidate is invited by the Credential Program Specialist to attend a screening interview before the start of the fall or spring student teaching semester. If the candidate does not meet the criteria, a Candidate Assistance Plan is created to assist the candidate in meeting the requirements in the deficient areas.
3. Candidates must teach in the appropriate credential area. 'Credential area' is defined by two criteria: 1) either multiple or single subject, depending on coursework completed, and 2) in the subject area in which the candidate has met subject matter competency. Successful completion of the appropriate California Subject Matter Examinations for Teachers (CSET) or a CTC single subject waiver is required to meet the subject matter requirement.
4. Student teaching must be conducted at a school site equivalent in status to a public school that implements the California State Standards, and in a classroom environment that meets the age group, curriculum, schedule, diversity, and average classroom enrollment numbers.
5. Student teaching must be conducted in classrooms taught by an approved Site Support Provider (classroom teacher) who has certification to teach English language learners, implements state-adopted academic core curriculum, models effective teaching strategies, and accepts the responsibility to coach, mentor, provide written feedback, and assess the candidate's performance.
6. Candidates will be assigned an NU Support Provider who will coach, mentor, provide written feedback, and assess the candidate's performance.
7. Student teaching must be conducted in a full-day, multiple subject or single subject classroom, for a minimum of 80 instructional days. Candidates may be required to serve for an entire semester to meet the needs of the school. In-service training days count toward the 80 day requirement. School holidays do not count toward the minimum requirement. The placement will, in most cases, be in a public school. Online instructional programs, after school programs, tutorial intervention programs, and outdoor education programs, do not qualify as appropriate placements.
8. Candidates will be placed in a classroom where English language development strategies are being modeled and implemented by the Site Support Provider. Student teaching must provide a cross-cultural experience in a classroom with students who are ethnically, culturally, linguistically, and socio-economically diverse.

9. Multiple Subject candidates will be placed in a self-contained classroom in two different settings and grade levels. One placement will be in a self-contained kindergarten, first, or second grade (K-2) classroom. The second placement will be in a self-contained third, fourth, fifth, or sixth grade (3-6) classroom, or the placement may be in a middle school (6-9) multiple subject classroom. One of the placements must provide sufficient experience with emergent readers, unless there is documented fieldwork experience with beginning readers. Candidates are required to work at the school site in their assigned classroom for the entire school day. Candidates will participate in school meetings, professional development activities, and planning sessions.
10. Single Subject candidates will be assigned to an appropriate single subject classroom determined by the single subject credential being sought. Candidates will teach a minimum of 4 class periods in the credential subject area. Candidates will be placed in two or more grade levels within their subject-specific teaching assignments. Candidates will be required to work at the school site in their assigned classroom for the entire school day. Candidates will participate in school meetings, professional development activities, and planning sessions.
11. Candidates are encouraged to participate in all school activities; however, the candidate should not participate in extra-curricular activities (contracted or not) that negatively affect their planning and teaching responsibilities. The candidate's first priority is to demonstrate and fulfill the student teaching requirements in the classroom. It is highly recommended that candidates do not continue other employment beyond the school day. Student teaching requires a full-time commitment to be successful.
12. Student teaching requires an impartial evaluation, and as a result, the candidate will not be placed in a school where family members or personal friends work or attend.
13. Candidates may substitute in the assigned student teaching classroom, if they have received approval from the appropriate county office and district. The Site Support Provider (classroom teacher) and NU Support Provider determine the candidate's readiness to substitute. Candidates may not substitute in other classrooms during student teaching.
14. Candidates' school responsibilities are limited. Candidates may not be used as a certificated teacher; as a supervisor having sole responsibility for playgrounds, halls, dances, coaching, or sports events; or as a transporter of students for field trips, or any other activity.
15. If a placement exception is desired because of special placement circumstances, the Regional Clinical Practice Coordinator, Credential Program Specialist and candidate will submit a CAS request to the CAS Committee. Please note, the CAS Committee is required to follow Commission on Teacher Credentialing regulations. The committee will not approve requests that do not meet the CTC requirements.

Private School Placement Procedures and Requirements

1. Student teaching must occur at an accredited school site where: 1) California curriculum standards are being taught; 2) general education pupils of the same age group are served; 3) a public school time schedule is being followed; 4) number of students in the classroom is equivalent to a regular public school setting; and 5) certificated teachers are employed.

2. Multiple Subject candidates must teach in a public school for a minimum of 4 weeks to meet the emergent reader requirement.
3. Student teaching is not approved in online instructional programs, tutorial intervention programs, afterschool, or outdoor education programs.
4. Student teaching cannot be completed in a school where the university cannot provide supervision.
5. Candidates who are student teaching while under contract must complete missed days prior to a recommendation for a credential.

Credential Candidates Teaching Under Contract

If a candidate is offered a teaching contract, a candidate should contact his/her faculty advisor or Credential Placement Specialist to discuss clinical practice options.

Credential Candidates Teaching Under Contract Requirements:

National University provides a program whereby actively employed teachers can complete the requirements for their credential while employed. All of the student teaching may be conducted in the candidate's classroom, assuming that the contract position is a match for the credential sought. Candidates who are employed under a full-time teaching contract must contact the Credential Program Specialist for appropriate scheduling of the student teaching assignment. Substitute teaching does not meet the credential requirements.

Multiple Subject: Candidates under contract as a full-time teacher in an approved public elementary school with an approved Site Support Provider may complete part or all of student teaching in his/her classroom, depending upon experience with emergent readers. Candidates who have the equivalent experience with emergent readers may submit the "Verification of Experience with Emergent Readers" form to the local Regional Clinical Practice Coordinator for review. Candidates without experience with emergent readers will be accountable for a minimum of four weeks teaching emergent readers.

Single Subject: Candidates under contract as a full-time teacher in an approved public school with an approved Site Support Provider may complete the full semester of student teaching in his/her classroom. The teaching assignment requires teaching full-time in the assigned classroom in the subject area that the candidate is seeking a credential, with at least two different grade levels.

Candidates under contract in an approved private, court, community, or alternative school, which follows California curriculum standards and employs certified teachers, may complete twelve weeks (60 days) of student teaching in his/her classroom, provided there is an approved Site Support Provider. The remaining four weeks (20 days) must be conducted in a regular public school within the credential area. If the school does not teach California curriculum standards, the setting may not be appropriate for student teaching. The setting must provide opportunities for candidates to demonstrate all Teaching Performance Expectations and successfully complete the required Teaching

Performance Assessment tasks. Substitute teaching does not meet the credential requirements.

Student teaching must occur at an accredited school site where: 1) California curriculum standards are being taught; 2) general education pupils of the same age group are served; 3) a public school time schedule is being followed; 4) number of students in the classroom is equivalent to a regular public school setting; and 5) certificated teachers are employed.

Student teaching is not approved in online instructional programs, tutorial intervention programs, after school, or outdoor education programs.

Student teaching cannot be completed in a school where the University cannot provide supervision.

Candidates who are student teaching while under contract must complete missed days prior to a recommendation for a credential.

Courtesy Placements

Out-of-State candidates seeking a Courtesy Placement must successfully complete all required California examinations and student teaching requirements. Student teaching placements cannot be guaranteed since placements are at the discretion of the school districts. Completion of the program will result in a California Preliminary Multiple Subject or Single Subject Teaching Credential.

A signed contract must be obtained from the requested school district once an agreement has been established. After a district contract is approved, an NU Support Provider is hired by National University, and a Site Support Provider (classroom teacher) is assigned by the district to supervise the candidate. It is not unusual for the process to take several months to complete. In addition, some states and countries will not allow out-of-state universities to place student teachers in their schools, and will require the candidate to enroll and pay for student teaching coursework at a local university. In these cases, candidates must enroll and pay for National University student teaching coursework in addition to the local university courses. Candidates should contact the Courtesy Placement/Out-of-State Credential Program Specialist to begin a placement.

Courtesy Student Teaching Placement Qualifications

Candidates have completed the majority of coursework while living in California

Candidates must complete student teaching outside of California due to extenuating circumstances

Candidates interested in completing student teaching outside of California must submit a Courtesy Placement Request to the Courtesy Placement Credential Program Specialist. Permission to complete student teaching outside of California must be obtained from the Courtesy Placement/Out-of-State Department at National University. The Courtesy Placement/Out-of-State Coordinator will review the candidate's eligibility requirements and will interview the applicant to assess the candidate's knowledge, skills, and dispositions. Successful completion of the student teaching program requirements and interview will determine the candidate's eligibility for a Courtesy Placement.

Student Teaching Work Stoppage Procedure

The work stoppage procedure applies to National University teacher education candidates enrolled in approved programs. It is intended to cover the situation in which a work stoppage occurs in a school and, in which a candidate has been assigned to complete student teaching or other field-based experiences.

Should a work stoppage occur at a P-12 school, student teachers will assume the role of neutral persons and will maintain an uninvolved status. A neutral role is defined as: 1) not reporting to their assignments, 2) not crossing picket lines, 3) not substituting in schools during the work stoppage, 4) remaining on standby during the period of time when schools are closed until direction is received from the university.

Work stoppages of one week duration or less may not require any special arrangement, provided the student can successfully meet minimum certification and program requirements without undue stress. In the event the work stoppage continues for more than a week, the university may make arrangements for an extended experience or an alternate placement in another school.

University faculty and staff shall not engage in their normal supervisory activities in school sites during work stoppage actions. For that reason, any field-based experience accrued during a work stoppage will not be credited by the University.

Attendance Requirement

Candidates are expected to attend school each day it is in session and must be involved in full-day teaching experiences for the entire semester. They have the same responsibility for good attendance and punctuality as that of a regularly employed teacher. Candidates are expected to follow the same schedule as contracted teachers at the school where they are assigned. Candidates are expected to attend staff meetings, workshops, and any other activity required of the contracted staff at the selected school. Occasionally, circumstances may arise which delay or prevent the timely arrival of candidates at school. Should this occur, it is the candidate's responsibility to immediately inform the Site Support Provider(s). Three days is the maximum number of allowed absences during student teaching. These absences should only be used for illness or emergencies. The Site Support Provider (classroom teacher) and the NU Support Provider should be notified of an absence as soon as possible.

Code of Ethics

Candidates are required to follow the Code of Ethics of the Education Profession and Council for Exceptional Children (CEC) Code of Ethics. Additionally, candidates are required to follow the codes of conduct and policies required by National University, the school district, and school where the candidate is placed.

Clinical Practice Placement Requirements

CLINICAL PRACTICE COURSES		TED 531A Student Teaching Seminar (2.25 quarter units) 2 month course Coincides with TED 530A	TED 531B Student Teaching Seminar (2.25 quarter units) 2 month course Coincides with TED 530B	
		TED 530A Student Teaching I (4.5 quarter units)	TED 530B Student Teaching II (4.5 quarter units)	
Student Teaching - 1 FULL SEMESTER		TED 530A (minimum 40 days)	TED 530B (minimum 40 days)	
General Education Student Teacher Placements	Multiple Subject	K-2	3-6	
	Single Subject	Minimum 4 periods in credential area* in at least 2 different grade levels/content areas		
Under contract at regionally accredited private school	Multiple Subject	own classroom in credential area*	4 weeks in a public school to meet emergent reader requirement	
	Single Subject	own classroom in credential area*	4 weeks in a public school	
Under contract public school	Multiple Subject	own multiple subject classroom	4 weeks in a public school to meet emergent reader	

			requirement
	Single Subject	own classroom in credential area*	

*Credential area is defined as the area in which the candidate has fulfilled subject matter competency in conjunction with appropriate methodology coursework.

National University's Teacher Education Program is designed to provide candidates with a clinical practice (student teaching) experience that involves a combination of coaching, mentorship, assessment, and evaluation. The purpose of the clinical practice is to provide opportunities for the candidate to develop in the knowledge, skills, and dispositions needed to be an effective classroom teacher. NU Support Providers and Site Support Providers provide feedback, direction, and guidance to help the candidate learn, practice, and demonstrate the Commission on Teacher Credentialing's thirteen (13) Teaching Performance Expectations (TPEs). An ability to demonstrate satisfactory competence in the TPEs is required for successful completion of student teaching.

Student Teacher (Candidate)

Once the candidate has been cleared to student teach, the candidate will:

1. Maintain enrollment and successfully complete the TED 531A/B Student Teaching Seminar courses. These two, two-month courses are where student teachers, as members of a cohort group, support each other professionally throughout the student teaching experience. Candidates receive guidance and direction for applying effective teaching practices in the classroom setting, and completing the California teaching credential requirements.
2. Follow the guidance and direction of the Site Support Provider (classroom teacher) and NU Support Provider, and comply with the assigned school's policies and State laws.
3. Plan, instruct, and assess students in the required grade appropriate curriculum as defined by the school district and the California State Curriculum Standards. Daily lesson plans are required. The candidate is required to practice and successfully demonstrate the Teaching Performance Expectations (TPEs) over time. By the end of the student teaching experience, the candidate should be responsible for instruction and other teaching responsibilities (two week minimum) for the entire school day. Multiple Subject candidates who show instructional proficiency in the first classroom assignment may be assigned teaching responsibilities for the entire school day for one week. The University Support Provider and the Site Support Provider will determine when the candidate is prepared to assume full-time teaching responsibilities.
4. Present a professional image by dressing appropriately, and modeling effective communication and listening skills. All forms of communication will be clear and grammatically correct.
5. Plan and present a minimum of six (6) observed instructional lessons per term. The candidate will participate in a pre-conference and post-conference with the Site Support Provider and/or the University Support Provider. The candidate will be released from classroom responsibilities to meet with the University Support Provider prior to the observation and after the observation.
6. Attend all scheduled collaborative conferences with the Site Support Provider and the University Support Provider. Monthly conferences will occur before each term ends to determine the candidate's satisfactory or unsatisfactory progress and receive recommendations for continual growth. An Assessment and Evaluation of Teaching Performance form will be completed and discussed at the end of each

- term (530A and 530B). A rubric score of three (3) on the Assessment and Evaluation form is required at the end of Term 530B to successfully complete student teaching.
7. Contact the NU Support Provider if any unusual situations arise. Contact the Regional Clinical Practice Lead if there are any issues with the assigned University Support Provider.
 8. Attend an Exit Workshop and schedule an appointment with the Credential Program Specialist at the end of the program to review the Multiple/Single Subject Credential Program Exit Checklist prior to applying for a Preliminary Teaching Credential.

Site Support Provider (Classroom Teacher) Responsibilities:

1. Modeling, coaching, mentoring, assessing, and evaluating the candidate's performance, based on the California Teaching Performance Expectations (TPEs).
2. Providing frequent, clear, specific feedback to the candidate.
3. Completing a minimum of two formal observations per term. The completed observation form will indicate the candidate's areas of strength and need. The completed electronic observation form will be submitted each month to the NU SOAR system.
4. Determining the student teacher's monthly progress in collaboration with the NU Support Provider. The Site Support Provider in collaboration with the NU Support Provider.
5. Completing the electronic Teaching Performance Assessment and Evaluation form at the end of TED 530A and/or TED 530B in collaboration with the NU Support Provider. The University Support Provider will submit the Teaching Performance Assessment and Evaluation form in the SOAR system.
6. Contacting the University Site Support Provider if the candidate requires additional assistance or circumstances arise that need the university's intervention.

National University Support Provider Responsibilities

1. Obtaining appropriate placements for assigned candidates by receiving permission from the school district/principal and Site Support Provider.
2. Submitting a Log Sheet to the Regional Clinical Practice Coordinator of the dates and times of the placement. The placements should meet all CTC placement requirements.
3. Meeting with the principal, Site Support Provider, and candidate to explain National University's program goals, required activities, use of materials, timelines, Teaching Performance Expectations (TPEs), and reporting responsibilities.
4. Providing materials, including honorarium information, and seminar schedules to principals and the Site Support Provider(s).
5. Providing training to the Site Support Provider on how to enter observation data in the SOAR system, and assisting the Site Support Providers in the SOAR registration process.

6. Maintaining open communication between the candidate, school personnel, and National University and responding to needs as they arise.
7. Observing, coaching, mentoring, and evaluating the candidate's performance. A minimum of four classroom observations is required each term. A pre-conference and post-conference will be completed for each observation. The post-conference should be completed immediately following the observation, or within 24 hours of the observation, if the candidate is unable to be released from instructing students.
8. Completing the observations and term assessments using the NU approved electronic forms. The observations and assessments will be submitted to the SOAR system. Assessments are submitted at the end of TED 530A and TED 530B.
9. Conducting term conferences with the Site Support Provider and candidate.
10. Submitting candidate's grades on-line at the end of terms TED 530A and TED 530B.
11. Completing and collecting the required student teaching paperwork and submitting the documents to the Regional Clinical Practice Coordinator.
12. Participating in professional development training and pre-screening interviews.
13. Attending Orientation Meetings and NU Support Provider trainings.
14. Contacting the Regional Clinical Practice Coordinator if the candidate requires additional assistance or circumstances arise that need the university's intervention.
15. Providing documentation data and recommendations for Candidate Assistance Progress Alerts and Candidate Assistance Plans.
16. Submitting Candidate Progress Alerts to the Regional Clinical Practice Lead in a timely manner for processing.
17. Attending Candidate Assistance Plan meetings.

Regional Clinical Practice Coordinator's Responsibilities

1. Assisting NU Support Providers in finding appropriate placements for candidates by receiving permission from the school district/principal and Site Support Provider. The placements should meet all CTC placement requirements.
2. Serving as the liaison with school district officials who oversee the district's student teacher partnership with National University.
3. Maintaining open communication between the NU Support Providers, candidate, and school personnel.
4. Attending Candidate Information meetings.
5. Scheduling and conducting student teaching screening interviews and orientations in cooperation with the Credential Program Specialist.
6. Selecting an appropriate NU Support Provider for each student teacher in the regional area and promptly submitting the candidate's Log Sheet to the Credential Program Specialist so that the TED 530A/B courses and TED 531A/B Student Teaching Seminar can be added to the candidate's course schedule.
7. Reviewing and approving student teaching electronic observation forms to ensure the clinical practice program's observation process is running effectively. Following up with the NU Support Provider if observations are not being completed monthly. Providing training if NU Support Provider or Site Support

- Provider's observations and assessments are not being completed correctly or in a timely manner.
8. Proactively monitoring candidate observation and assessment submissions early in the student teaching experience.
 9. Assisting University Support Provider if the candidate needs special assistance. Regional Clinical Practice Coordinators will assist NU Support Providers in developing Progress Alert Reports.
 10. Following the Candidate Assistance Process and developing Candidate Assistance plans in collaboration with the NU Support Provider and leading Candidate Assistance Plan meetings.
 11. Selecting new NU Support Providers, completing the hiring process, and providing professional development training for new University Support Providers.
 12. Conducting University Support Provider meetings and distributing information.
 13. Attending and participating in online and other professional development sessions organized and conducted by the Statewide Clinical Practice Coordinator-Student Teaching.
 14. Collaborating on data collection at the regions for program assessment, evaluation, and research.

Faculty Advisors

Faculty Advisors are full-time faculty who provide leadership for the clinical practice program at each regional center. Faculty Advisors serve as the liaison between the school district or agency and the University. They support the Regional Clinical Practice Coordinators and NU Support Providers. They participate in developing and administering Candidate Assistance Plans.

Credential Program Specialist Responsibilities

1. Identifying and clearing candidates for clinical practice.
2. Advising credential candidates on procedures and placement policies for clinical practice.
3. Monitoring candidates' progress throughout the placement process and scheduling appropriate clinical practice coursework.
4. Organizing clinical practice documentation and maintaining candidate files throughout the experience.
5. Submitting Honorarium forms for completed work to the Credentials Honorarium Specialist to ensure NU Support Provider and Site Support Provider payments occur.
6. Facilitating Information Meetings, Exit Seminars, and advising candidates on university exit requirements, processes, and timelines for formal recommendation for teaching credential.
7. Advising and assisting candidates with Supplementary and Subject Matter Authorizations.
8. Conducting exit interviews with candidates to ensure all University and CTC requirements are met for formal recommendation for a Preliminary Teaching Credential.

9. Submitting appropriate paperwork for formal recommendation.

Statewide Clinical Practice Coordinator - Student Teaching Responsibilities

The Statewide Clinical Practice Coordinator is a full-time faculty member for National University who has been designated to provide academic oversight and implement supervision of the University Student Teaching clinical practice throughout the State of California and Courtesy Placements outside of California. The Statewide Clinical Practice Coordinator is responsible for maintaining the overall academic integrity of the program in both coursework and clinical practice as well as to collaborate and articulate with the Clinical Practice Committee, Regional Clinical Practice Coordinator, Clinical Practice Advisors, the School of Education Department Chair, and the School of Education Dean.

The Statewide Clinical Practice Coordinator - Student Teaching is responsible for:

1. Making recommendations regarding compliance and accountability of the clinical practice student teaching experience to the Department Chair and Dean.
2. Providing academic leadership and oversight of the National University Student Teaching Clinical Practice throughout the State of California and in out-of-state locations by conferencing and disseminating information to all Regional Clinical Practice Coordinators, NU Support Providers, Student Teaching Seminar faculty, and the Courtesy Placement Department on issues regarding programmatic and academic aspects of clinical practice.
3. Coordinating efforts and aligning practices regarding development and implementation of Candidate Assistance Plans for student teachers statewide and out-of-state.
4. Assisting in the resolution of academic, policy, or other issues at the regional and state level.
5. Leading professional development initiatives for National University full-time faculty, Regional Clinical Practice Coordinators, University Support Providers, and credential staff.
6. Co-designing, conducting, and disseminating research studies regarding program implementation and evaluation statewide.

Guidelines for Teaching Experience TERM A: Grading Period 1: Approximately 8 weeks	STUDENT TEACHING GUIDELINES CHART		
	Candidate	University Support Provider	Site Support Provider (Classroom Teacher)
<ul style="list-style-type: none"> ● Teach with increasing responsibility ● Week 1: Observe, teach small group of students ● Week 2: Co-planning, co-teaching of 1-2 subject areas/classes; small group instruction or large group ● Week 3: Co-teaching/teaching responsibilities increase based on candidate's readiness ● Week 4: Teaching Multiple Subject 	<input type="checkbox"/> Attend Student Teaching Seminar and complete seminar assignments <input type="checkbox"/> Attend Site Orientation with Site Support Provider and National University Support Provider <input type="checkbox"/> Collect Site Support Provider Requirements signatures. Submit form to University Support Provider <input type="checkbox"/> Plan and teach Lesson 1: Formal observation by the University Support Provider. View observation report in SOAR Student Portal <input type="checkbox"/> Plan and teach Lesson 2: Formal observation by University Support Provider. View	<input type="checkbox"/> Immediately submit Supervisor Log Sheet and Site Support Provider W9 form to the Credential Program Specialist before the term begins <input type="checkbox"/> Meet with candidate and Site Support Provider before student teaching assignment begins. Invite Site Administrator <input type="checkbox"/> Collect and submit completed Site Support Provider Requirements form to Credential Program Specialist <input type="checkbox"/> Discuss the candidate's self-review of their Professional Dispositions Survey <input type="checkbox"/> Complete observation #1: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal <input type="checkbox"/> Complete observation #2: Conduct pre-conference,	<input type="checkbox"/> Provide modeling, coaching, and supervision throughout the term <input type="checkbox"/> Plan weekly with candidate (more often if necessary) <input type="checkbox"/> Complete observation #1: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal <input type="checkbox"/> Complete observation #2: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal <input type="checkbox"/> With University Support

<p>Candidates: Assume responsibility for two subject areas</p> <p>Single Subject Candidates: Assume responsibility for two class periods</p> <ul style="list-style-type: none"> • Weeks 5-9: Continue adding teaching responsibilities <p>Multiple Subject Candidates: Assume responsibility for three or four subject areas. If the candidate is ready, candidate may assume total responsibility for instruction for one week</p>	<p>observation report in SOAR Student Portal</p> <p><input type="checkbox"/> Plan and teach Lesson 3: Formal observation by Site Support Provider. View observation report in SOAR Student Portal</p> <p><input type="checkbox"/> Plan and teach Lesson 4: Formal observation by University Support Provider. View observation report in SOAR Student Portal</p> <p><input type="checkbox"/> Plan and teach Lesson 5: Formal observation by University Support Provider. View observation report in SOAR Student Portal</p> <p><input type="checkbox"/> Plan and teach Lesson 6: Formal observation by Site Support Provider. View observation report in SOAR Student Portal</p> <p><input type="checkbox"/> Attend Teaching Performance Assessment</p>	<p>observation, and post-conference. Submit observation to SOAR Faculty Portal</p> <p><input type="checkbox"/> Complete observation #3: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal</p> <p><input type="checkbox"/> Complete observation #4: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal</p> <p><input type="checkbox"/> With Site Support Provider, collaboratively determine candidate's progress by completing the Teaching Performance Assessment and Evaluation form.</p> <p>Discuss progress with candidate. Determine goals for next term. Submit assessment to SOAR Faculty Portal</p> <p><input type="checkbox"/> Enter term grade in SOAR Faculty Portal If travel exceeds 50 miles round trip in one day,</p>	<p>Provider, collaboratively determine candidate's progress by completing the Teaching Performance Assessment and Evaluation form. Discuss progress with candidate. Determine goals for next term. The University Support Provider will enter the Assessment in the SOAR Faculty Portal</p>
---	---	--	---

<p>Single Subject Candidates: Assume responsibility for 2-3 class periods</p>	<p>and Evaluation Conference to discuss progress, obtain feedback, and discuss Assessment and Evaluation of Teaching Performance form ratings. Determine goals for next term. View assessment in SOAR Student Portal</p>	<p>complete Mileage Reimbursement form in SOAR</p> <p><input type="checkbox"/> If candidate is moving to a new assignment, submit Site Support Provider's Honorarium to the Credential Program Specialist. Do not submit form until Site Support Provider has submitted 2 observations to SOAR Faculty Portal</p>	
<p>Guidelines for Teaching Experience TERM B Grading Period 2: Approximately 8 weeks</p> <ul style="list-style-type: none"> Teach with increasing responsibility Week 9: Multiple Subject Candidates will transition to a new assignment/site. 	<p style="text-align: center;">Candidate</p> <p><input type="checkbox"/> Attend Student Teaching Seminar and complete all assignments</p> <p><input type="checkbox"/> If candidate is placed in a new student teaching assignment, obtain signatures on Site Support Provider Requirement form. Submit to University Support Provider</p> <p><input type="checkbox"/> Plan and teach Lesson 7: Formal observation by University Support Provider.</p>	<p style="text-align: center;">University Support Provider</p> <p><input type="checkbox"/> If candidate is assigned to a new school/teacher, collect Site Support Provider Requirements form.</p> <p>Conduct an orientation meeting with new Site Support Provider. Invite Site Administrator. Submit W9 form and Site Support Provider Requirement form immediately to the Credential Program Specialist. (Log Sheet information should have been submitted at the beginning of the student</p>	<p style="text-align: center;">Site Support Provider</p> <p><input type="checkbox"/> Provide modeling, coaching, and supervision throughout the term</p> <p><input type="checkbox"/> Plan weekly with candidate (more often if necessary)</p> <p><input type="checkbox"/> Complete Observation #3: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR</p>

<p>Teach small groups/large groups as ready</p> <ul style="list-style-type: none"> • Weeks 10 – 16: Multiple Subject Candidates will assume more teaching responsibility culminating in solo teaching (2 week minimum) • Weeks 9 – 16: Single Subject Candidates will continue to assume more teaching responsibilities. Candidates should be responsible for teaching a minimum of 4 class periods in their subject area. Additional responsibilities may be assigned 	<p>View observation report in SOAR Student Portal</p> <p><input type="checkbox"/> Plan and teach Lesson 8: Formal observation by University Support Provider. View observation report in SOAR Student Portal</p> <p><input type="checkbox"/> Plan and teach Lesson 9: Formal observation by Site Support Provider. View observation report in SOAR Student Portal</p> <p><input type="checkbox"/> Plan and teach Lesson 10: Formal observation by University Support Provider. View observation report in SOAR Student Portal</p> <p><input type="checkbox"/> Plan and teach Lesson 11: Formal observation by University Support Provider. View observation report in SOAR Student Portal</p>	<p>teaching experience).</p> <p><input type="checkbox"/> Complete Observation #5: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal</p> <p><input type="checkbox"/> Complete Observation #6: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal</p> <p><input type="checkbox"/> Complete Observation #7: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal</p> <p><input type="checkbox"/> Complete Observation #8: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal</p> <p><input type="checkbox"/> With Site Support Provider, collaboratively determine candidate's progress by completing the</p>	<p>Faculty Portal</p> <p><input type="checkbox"/> Complete Observation #4: Conduct pre-conference, observation, and post-conference. Submit observation to SOAR Faculty Portal</p> <p><input type="checkbox"/> With University Support Provider, collaboratively determine candidate's progress by completing the Teaching Performance Assessment and Evaluation form. Discuss progress with candidate. The University Support Provider will enter the Assessment in the SOAR Faculty Portal</p>
--	---	---	--

	<input type="checkbox"/> Plan and teach Lesson 12: Formal observation by Site Support Provider. View observation report in SOAR Student Portal <input type="checkbox"/> Participate in final Teaching Performance Assessment and Evaluation conference.	Teaching Performance Assessment and Evaluation form. Discuss progress with candidate. Submit Assessment to SOAR Faculty Portal <input type="checkbox"/> Enter term grade in SOAR Faculty Portal <input type="checkbox"/> If travel exceeds 50 miles round trip in one day, complete Mileage Reimbursement form in SOAR <input type="checkbox"/> Submit Site Support Provider's Honorarium form to the Credential Program Specialist. Do not submit form until Site Support Provider has submitted 2 observations in SOAR Faculty Portal	
--	--	--	--