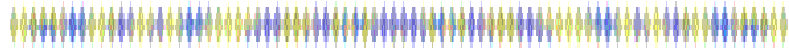


Teacher Candidate Handbook



TEACHER CANDIDATE ROLE

As a Teacher Candidate you should become as familiar with your assigned school as quickly as possible. Familiarize yourself with important school information, such as attendance procedures, grading policies, important deadlines, department and school-wide meetings, expectations of your Cooperating Teacher, administrative assignments, and any other area of the profession which you should be aware of and which will enrich your Clinical Practice.

You should establish open communication with your Cooperating Teacher. He/she will guide you through the semester, and you must share your concerns, frustrations, or any problems which may be affecting your classroom so that your Cooperating Teacher can help you learn and grow as a professional. Remember, no one expects you, as the Teacher Candidate, to know everything. Ask for what you need!

Finally, Clinical Practice is a time of learning, expanding, and experimenting; it is the time for you to discover how to implement best pedagogical practices in a way that best fits your personality and demeanor. Observe as many teachers as you can during the semester and from these experiences begin building your own repertoire of strategies, policies, and instructional activities.

Enjoy this experience as teaching is an amazing profession!

TEACHER CANDIDATE RESPONSIBILITIES



Your On-Site Liaison (OSL), University Supervisor (US), and Cooperating Teacher (CT) are your support team and will observe and provide feedback throughout the semester. Our priority is your professional growth in education and success in your assigned classroom. Your responsibilities are as follows:

1. Read this handbook to become familiar with the CSUSM Teacher Preparation Program.
2. Meet with your CT and OSL to establish your teaching calendar and a schedule of observations. **Fill out an emergency contact card to for the school to keep on file in the front office.**
3. The School of Education uses your @cougars.csusm.edu email address for all communication. Please check it regularly.
4. Attend site, department, and/or district meetings with your CT.
5. Learn the school regulations and rules pertaining to attendance and discipline before starting. You can ask to see the school handbook.
6. **Confer daily with your CT and develop a planning schedule** to discuss your program requirements, university schedule, observation feedback, planning guidelines, student progress and concerns, lesson implementation, progress on TPEs, TPAs, and other appropriate topics.
7. You should be on campus during contract hours as a minimum. Be available to remain after school to plan lessons as well as attend staff meetings, in-services, parent conferences, and other school functions, such as Back to School Night and Open House when applicable.

8. Become acquainted with the various learning materials, district curriculum guides, mastery learning objectives, and equipment that is available (texts, workbooks, films, audiovisual equipment, library resources, and computers).
9. Keep up-to-date and accurate lesson plans during your Clinical Practice. **You are required to have a written lesson plan for each lesson that you teach.** Be sure to confer with your CT to insure that your lesson plan meets his/her expectations and satisfies the demands of the curriculum and the needs of students. Send all lesson plans to your OSL or US before they come to observe.
10. Develop techniques for varying classroom activities such as presentations, small group work, individualized instruction, testing and grading procedures, and using instructional (audio/visual) aids.
11. Establish and maintain effective classroom control and environment according to site and CT's expectations.
12. Become familiar with the Common Core State Standards, California Content Standards, and Grade Level/District Sequencing Guides.
13. **Be professional at all times.** You are expected to dress appropriately, be well groomed, and maintain professional communication at all times. Everything "speaks" during this experience: what you say, what you do, and the decisions you make all contribute to your character and readiness as a teacher. Others' perceptions of you are important, and you never know who will be on an interview panel or who will be consulted as a reference. In other words, impress everyone.

Clinical Practice and Coursework Attendance Policy

Be punctual and regular in attendance. **In the case of unavoidable absence, inform your instructors (in the case of coursework) and your Cooperating Teacher, On-Site Liaison, and University Supervisor (in Clinical Practice) in advance. Also, prepare substitute plans for your Cooperating Teacher to utilize as appropriate.**

Attendance during Clinical Practice is critical. Teacher candidates are expected to be on their Clinical Practice sites all day every day unless extreme extenuating circumstances present themselves. If they should occur, TCs should communicate immediately with all members of their CP support team (CT, OSL, and US). Extensive absences may result in extra time being added to the experience and/or removal from Clinical Practice and necessitate additional semesters to complete the program.

TPE/TPA

The state of California identified Teaching Performance Expectations (TPEs) that indicate the skills, knowledge, and dispositions expected of professional educators. These TPEs can be found on the Middle Level Clinical Practice website (<https://www.csusm.edu/soe/credential/middlelevel/clinicalpractice.html>), and specific ones are listed in each EDM I syllabus. Additionally, the TPEs are listed on each Clinical Practice observation form and used to guide US, CT, and/or OSL observation notes and oral feedback.

In post observation conferences, discuss your understanding and progress with regards to the TPEs and identify evidence (lesson plans, student work, feedback notes, etc.) that shows progress toward and mastery of each one. Although you will not create or submit a formal TPE portfolio, you and your CT will fill out a TPE Checklist at the end of each Clinical Practice experience so it is helpful to collect evidence throughout the semester. **Your knowledge and accomplishment of TPEs are essential to successful completion of the credential program and required by the state of California.**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. The Middle Level Education Program uses CalTPA (California Teacher Performance Assessment). To assist with your successful completion of the CalTPA, the TPA Coordinator offers a series of informational seminars over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website.

INTERVIEW QUESTIONS TO ASK YOUR COOPERATING TEACHER

1. How many times per week will you want to meet for planning? When, where, and for how long will we meet?
2. What are your requirements for written lesson plans? (Note: Even if your Cooperating Teacher does not require a written plan from you, you are still responsible for generating them during Clinical Practice. At the very least, the On-site Liaison and University Supervisor will want a copy of your lesson plans.)
3. What are your most important goals for this semester? What role can I play in helping you to achieve these goals?
4. What grading procedures do you use?
5. How do you approach group students throughout your instructional activities? What techniques do you use to engage students?
6. Are there any students who have special needs I should be aware of? Where can I get students' IEPs or 504s to read?
7. Will you please explain your philosophy concerning classroom discipline? What behaviors do you discourage and encourage?
8. How did you arrive at this particular room arrangement? May I rearrange for special activities?
9. How do you maintain active communications with parents? How would you describe your school's community relations?
10. What are the special challenges and opportunities about teaching this subject and/or grade level?
11. What assessments do you use and why (informal, formal, formative, summative, performance assessments)?

School Site Information

This checklist will ensure that you experience a broad range of opportunities as a Teacher Candidate. It is not required but rather use it as a guide to keep track of your experiences at the school site.

SCHOOL SITE: _____
CPI
CPII

	CPI Date Completed	CPII Date Completed
1. Attendance/Tardy procedures		
2. Grading procedures		
3. Review of curriculum or sequencing guides		
4. Faculty/Department meetings		
5. Access to resources: AV equipment, copy machine, etc.		
6. Computers, Chromebooks, labs, carts, etc		
7. Video approval process		
8. Controversial issue policy (alternative assignment policy)		
9. Field trip approval process		
10. Supply room		
11. State testing processes		
12. Mandatory reporter processes		
13. Working with IEPs and 504s		
14. Parent/guardian conferences, home/school communication		
15. Location of and access to cume files		
16. Human Resources: Applying for jobs, sub list, etc.		
17. Explore the school's website, mascot, spirit activities, etc.		
18. Student Study/Success Team processes		
19. Parent/Teacher Association (PTA, PTO, Ed Foundations)		
20. Other:		
21. Other		
22. Other:		

A FEW THOUGHTS

- ❖ If you are experiencing any sort of difficulty in your placement, share this with your On-Site Liaison or University Supervisor immediately.
- ❖ **Do not make any placement arrangements or changes on your own!** It may appear that you are helping, but keep in mind makes hundreds of placements every semester in area districts, and we have worked hard to make our contacts with the best schools and teachers in these districts. If you have special needs, communicate these directly to the program coordinator.
- ❖ *Always* be the professional in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student. Keeping these issues confidential is essential
- ❖ Be willing to go the extra mile. Offer to assist with room set-up and take on duties. Become known as a problem-solver and take the initiative to ask what can be done or to offer your assistance.
- ❖ Enjoy your Clinical Practice experiences!