RCOE PK-3 Intern Program

6.3 Training Materials for Fieldwork and Clinical Practice Supervisors

Training materials will be used to train veteran practitioners serving in support and/or supervisory roles.

Training will occur throughout the program for veteran practitioners supporting our inter-candidates. Site-based mentors and practicum advisors will receive training around the Teacher Performance Expectations (TPEs) and Assessment (CalTPA), fieldwork requirements, and clinical practice.

6.3.1	CTC Fieldwork/Clinical Practice
6.3.2	Initial Mentor Skill Building training
6.3.4	Required Fieldwork Hours
6.3.5	California Teaching Performance Expectations / Teaching Performance Assessment
6.3.6	Practicum Supervisor Observation Conversation Guide Observation Cycle Resource PK-3 TPE Level and Example
6.3.7	Timelin
6.3.8	Formal Observation Procedures
6.3.9	Year-End Self-Evaluation (Practicum Supervisors)
6.3.10	Sample: End of Year Intern Survey
6.3.11	Practicum Supervisor Checklist
6.3.12	Practicum Supervisor Accountability Weekly Logs
6.3.13	CalTPA Faculty Policies and Resources
6.3.14	Intern Support Hours Requirement
6.3.15	Intern Support Log FAQs

RCOE PK-3 Intern Program

6.3.16	Intern Success Plan

Additional Information for Standard

Support Provider Feedback

Feedback from Support Providers is an integral part of the CTP Intern Program. Each Support Provider will be asked to complete a feedback survey upon the conclusion of each semester. The feedback Support Providers provide is used to gather individual perspectives and comments on courses, practicum, and overall program design to help improve the intern experience. In addition, Support Providers attend semester faculty collaboration meetings to provide input and collaborate on syllabi, intern progress, intern support, and program design. Lastly, Support Providers will take a Year-End Self-Evaluation so that the Program Director can help support all Support Providers.

Support Provider surveys will be emailed to each Support Provider upon the conclusion of each semester.

Program Overview

The Center for Teacher Preparation (CTP) is housed in the RCOE School of Education, within the Educational Services Division. The preliminary credential programs are focused on the well-being, and retention, of new teachers and places a strong emphasis on Adult Learning Theory, utilizing a variety of techniques and approaches to ensure Intern success.

Throughout their time in the program, Interns are placed in small learning cohorts of 5-7 interns to maximize peer support. The Interns complete the required coursework in an asynchronous setting while also receiving intensive weekly support from their assigned Program Supervisor, who oversees all coursework and program progress for the learning cohort. In addition, weekly (optional) synchronous support sessions are available to all interns as is a monthly Professional Learning Series led by content experts to ensure additional and focused support, guidance, and instruction.

Interns also participate in three semesters of Practicum Fieldwork in which they receive support from two educators identified as Support Providers: a site mentor and an Intern supervisor. The Interns are formally evaluated every three weeks during the Practicum Fieldwork component of the program to meet the minimal amount of program

supervision involving formal evaluation set forth by the CTC, which must be at least, but not limited to, 4 times per quarter or 6 times per semester.

Candidates continue to be provided intensive support until the completion of their intern credential program. Upon completion of the program, RCOE program interns are eligible for a preliminary teaching credential issued by the California Commission on Teacher Credentialing. At this point, interns move into the induction phase of their program, culminating in a California Clear Teaching Credential.