

Section 6, Exhibit 1: Clinical Placements (Fieldwork) Single Subject

All STEP teacher candidates participate in clinical experiences at local public schools throughout the 12-month span of the program. All candidates are placed with Cooperating Teachers who are credentialed and have three or more years of classroom teaching experience in the same content area the candidates are pursuing (Single Subject or Multiple Subject or Multiple Subject with Bilingual Authorization).

In general, all teacher candidates spend approximately 15-20 hours per week at their placement sites, across the calendar year (July-June). Daily schedules vary based on the school schedule and the teaching schedule of the cooperating teacher, such as a “block” schedule at the high school level. Placement schedules for Multiple Subject candidates (including those pursuing the bilingual (Spanish) authorization pathway) are generally more extensive during their Independent Student Teaching weeks during their fall and spring placements.

<u>Approximate Number of hours of student teaching</u>	Summer Quarter	Fall Quarter	Winter Quarter	Spring Quarter	Total Hours
Secondary (Single Subject) Candidates*	20 hrs/wk on site for 4 weeks: Placement #1 @ a 6-8 Middle School in Sunnyvale	20 hrs/wk on site for 18 wks: Placement #2: year long placement @ a high school in Bay Area	20 hrs/wk on site for 11 weeks: Placement #2: year long placement @ a high school in Bay Area	20 hrs/wk on site for 7 weeks: Placement #2: year long placement @ a high school in Bay Area	800 hrs/yr
All Candidates (SS & MS +MS BIL)	Supervisor y Group Seminar: 3 hrs	Supervisory Group Seminar: 18 hrs total	Supervisory Group Seminar: 12 hrs total	Supervisory Group Seminar: 9 hrs total	42 hrs/yr
All Candidates (SS & MS +MS BIL)		Pre-Observation meeting with supervisor, 3 times per quarter			9 hours

* A small number of Single Subject candidates are placed in a Middle School context for their year-round student teaching assignments.

Secondary (Single Subject) Clinical Breakdown

The 20 hrs/week at a secondary school site is broken down in the following way: 50% of the time is spent student teaching in two content classes, 25% time meeting or planning with their cooperating teacher, and 25% of their time doing prep work for their teaching, observing other teachers at their school, or attending teacher collaboration meetings.

Clinical documents used to Support Clinical Placements

The student teaching experience is based on the principles of Graduated Responsibility, which are described in detail in the STEP Handbooks and in various supplemental Clinical Documents: [Graduated Responsibility in STEP](#), the [Elementary Integration Plan](#), the [Secondary Integration Plan](#), the [Elementary Clinical Work Agreement](#), the [Secondary Clinical Work Agreement](#).

While almost every placement school for STEP is at a public school, one of our high school placement sites is Eastside College Preparatory, in East Palo Alto, CA, which is an Independent School that serves diverse students from traditionally underserved communities, nearly all of whom are low income, students of color, and first-general college-going students. No tuition is charged for students at Eastside College Preparatory.