

Candidate Support Definitions and Requirements in Selected States' Regulations and Guidance

States	School-Based Clinical Educator Definitions and Requirements	Higher Education-Based Clinical Educator Definitions and Requirements
California	<p>The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimum amount of district-employed supervisors' support and guidance must be 5 hours per week.</p> <p>Criteria for the Selection of District-Employed Supervisors (also may be known as the cooperating teacher, master teacher or on-site mentor). The program selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.</p> <p>The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations.</p> <p>Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into</p>	<p>The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations. The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester.</p> <p>Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs, that produce data that can be aggregated and disaggregated.</p> <p>Criteria for the Selection of Program Supervisors. The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the Teacher Performance Expectations and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content- specific pedagogy and instructional practices.</p> <p>Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress</p>

	<p>teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.</p> <p>Please see the CA Preliminary Multiple Subject and Single Subject Credential Program Standards for details about supervised fieldwork and the Teaching Performance Expectations (TPEs).</p>	<p>towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.</p> <p>Please see the CA Preliminary Multiple Subject and Single Subject Credential Program Standards for details about supervised fieldwork and the Teaching Performance Expectations (TPEs).</p>
Connecticut	<p>Any program of teacher preparation leading to professional certification shall require, as part of the curriculum, clinical experience, field experience or student teaching experience in a classroom during four semesters of such program of teacher preparation...Such clinical experience, field experience or student teaching experience may include a cooperating teacher serving as a mentor to student teachers, provided such cooperating teacher has received a performance evaluation designation of exemplary or proficient, pursuant to section 10-151b, for the prior school year.</p> <p>Any program of teacher preparation leading to professional certification may permit teaching experience in a nonpublic school, approved by the State Board of Education, and offered through a public or private institution of higher education to count towards the preparation and eligibility requirements for an initial educator certificate, provided such teaching experience is completed as part of a cooperating teacher program, in accordance with the provisions of subsection (d) of section 10-220a (click on this link to see a full description of the cooperating teacher program).</p> <p>Please see the CT Cooperating Teacher regulations for additional details about cooperating teachers.</p>	<p>"College supervisor" means the individual designated by a college or university to supervise student teachers.</p>
Delaware	<p>"High Quality Cooperating Teacher" means an educator employed by a Local Education Agency or private school, collaboratively selected by the employer and the Educator Preparation Program, who oversees the Candidates' Capstone Clinical Residency and who has:</p>	<p>"High Quality Clinical Supervisor" means a supervisor of a Candidate who is employed by the Educator Preparation Program, trained or experienced in the field which the individual is supervising, trained to work with and provide feedback to Candidates, and who meets the standards for this role as defined through the CAEP Accreditation Standards.</p>

	<ul style="list-style-type: none"> • At minimum received a Satisfactory rating on all five components of the DPAS-II educator evaluation system or has an equivalent rating on a state, LEA- or private-school approved educator evaluation system in his or her most recent summative evaluation; and • Satisfactorily completed training in teacher mentoring or supervision. 	
Illinois	<p>"Cooperating Teacher". That person employed by a school district directly engaged in teaching students in a school and who is immediately responsible for a student engaged in clinical experiences.</p> <p>[S]tudent teaching must be done under the active supervision of a cooperating teacher who is licensed and qualified to teach in the area, has three years of teaching experience, has received a proficient or above performance rating in his or her most recent evaluation, and is directly engaged in teaching subject matter or conducting learning activities in the area of student teaching.</p>	"College Supervisor". That person employed by the institution of higher education to supervise candidates engaged in clinical experiences.
Massachusetts	<p>Supervising Practitioner: The educator who has at least three full years of experience under an appropriate Initial or Professional license and has received an evaluation rating of proficient or higher, under whose immediate supervision the candidate for licensure practices during a practicum. For the educator of record, a comparably qualified educator will function as the supervising practitioner during the practicum equivalent.</p> <p>Below are relevant Review Criteria from the Massachusetts Guidelines for Program Approval. Please see the Guidelines for additional details about candidate support.</p> <p>Domain: Field-Based Experiences</p> <ul style="list-style-type: none"> • Supervising Practitioner qualifications meet regulatory requirements set forth in 603 CMR 7.02 and in Guidelines for Program Approval. • Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness. 	<p>Below are relevant Review Criteria from the Massachusetts Guidelines for Program Approval. Please see the Guidelines for additional details about candidate support.</p> <p>Domain: Field-Based Experiences</p> <ul style="list-style-type: none"> • Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness. • Candidates receive high-quality, targeted feedback during field-based experiences that improves their practice. • Sponsoring Organization ensures that Program Supervisors and Supervising Practitioners are measurably contributing to and effectively evaluating the readiness of candidates.

	<ul style="list-style-type: none"> • Candidates receive high-quality, targeted feedback during field-based experiences that improves their practice. • Sponsoring Organization ensures that Program Supervisors and Supervising Practitioners are measurably contributing to and effectively evaluating the readiness of candidates. 	
New Jersey	<p>School districts shall be responsible for accepting and placing clinical interns as part of the continuum of professional education and development.</p> <p>A school district cooperating teacher assigned to guide and direct candidates shall:</p> <ol style="list-style-type: none"> 1. Be approved by the chief school administrator or his or her designee with input from the teacher candidate's traditional/CEAS educator preparation program; 2. Have a minimum of three years of teaching experience, including one within the school district; 3. Possess a standard instructional certificate; 4. Have appropriate certification that coincides with the area of instruction for which the candidate is being prepared; 5. Be a full-time school district faculty member with demonstrated expertise in the field of mentoring/supervision; and 6. Be rated, beginning August 1, 2016, as effective or highly effective on his or her most recently received summative evaluation, pursuant to N.J.A.C. 6A:10-4. <ol style="list-style-type: none"> i. A cooperating teacher in a school or school district not required pursuant to N.J.A.C. 6A:10-1 to issue summative evaluations shall demonstrate at least one year of effective teaching on his or her most recent evaluation as determined by his or her supervisor. 	<p>A clinical supervisor shall:</p> <ol style="list-style-type: none"> 1. Have had experience supervising, consulting, or otherwise working in an elementary and/or secondary school in contact with classroom teachers within the previous two years for all instructional certificate programs with the exception of the preschool endorsement; for preschool programs, the supervisor shall have had experience supervising, consulting, or otherwise working in an early childhood setting; and 2. Be employed by the program or university with demonstrated expertise in the field he or she is supervising. <p>Clinical supervisors shall observe each assigned candidate at least once every other week during the candidate's semester of full-time clinical practice.</p> <p>For additional details, please see NJ Guidance webpage for changes in the CEAS (traditional) and CE (alternate route) education preparation programs and the NJ Clinical Requirements.</p>

	<p>School district cooperating teachers shall:</p> <ol style="list-style-type: none"> 1. Provide continuous guidance and direction and weekly conferences to assist candidates in professional development; and 2. Consult the chief school administrator or his or her designee regarding the candidate's placement; however, the chief school administrator or his or her designee shall make all final placement decisions regarding candidate and cooperating teacher pairings. <p>Traditional educator preparation programs shall make available to cooperating teachers professional development opportunities and experiences that increase cooperating teachers' expertise in the field.</p> <p>For additional details, please see NJ Guidance webpage for changes in the CEAS (traditional) and CE (alternate route) education preparation programs and the NJ Clinical Requirements.</p>	
Pennsylvania	<p>The preparation program shall be designed to provide a minimum 12-week full-time student teaching experience under the supervision of:</p> <ul style="list-style-type: none"> • Cooperating teachers trained by the preparation program faculty and who have the following: <ol style="list-style-type: none"> (i) The appropriate professional educator certification. (ii) At least 3 years of satisfactory certificated teaching experience. (iii) At least 1 year of certificated teaching experience in the school entity where the student teacher is placed. <p>For additional details, please see the PA Program Framework Guidelines and Rubrics webpage for the K-12 Program Framework Guidelines, Residency Guidelines, Field and Student Teaching Competencies and the PA student teaching evaluation.</p>	<p>The preparation program shall be designed to provide a minimum 12-week full-time student teaching experience under the supervision of:</p> <ul style="list-style-type: none"> • Program faculty with knowledge and experience in the area of certification. <p>For additional details, please see the PA Program Framework Guidelines and Rubrics webpage for the K-12 Program Framework Guidelines, Residency Guidelines, Field and Student Teaching Competencies and the PA student teaching evaluation.</p>

Vermont	<p>The placement of student teachers is the responsibility of the teacher preparation program and shall meet the following requirements:</p> <ul style="list-style-type: none"> • the assignment shall be with a licensed educator in an appropriate setting as determined by the school district and training teacher preparation program. • Exceptions shall be documented and submitted to the Standards Board or its designee for approval; a written agreement with the school in which the student teacher is placed outlines the responsibilities of each party; • cooperating educators have been trained by the teacher preparation program in the strategies and methods being taught in the educator preparation program; • the placement process and student teacher expectations are incorporated in a student teaching handbook. 	<p>The supervision and evaluation of student teachers by the teacher preparation program's faculty shall meet the following requirements:</p> <ul style="list-style-type: none"> • supervision shall be provided by qualified faculty from the teacher preparation program's staff including adjunct faculty. An individual shall not serve simultaneously as the cooperating educator and as the supervisor from the institution's faculty. • the teacher preparation program's supervisors shall observe and advise the student teacher at least once every ten (10) teaching days. • the teacher preparation programs supervisors shall not be assigned more student teachers than can be adequately supervised and supported. • a specific student teaching evaluation process shall be detailed in the student teaching handbook, including collection of data on the candidate's performance, a process for feedback to the candidate, and use of the data to provide additional assistance. <p>To successfully complete a student teaching placement, a candidate shall achieve at least a grade of "B." Prior to issuing a candidate's grade, the educator preparation program shall consider the evaluation by the cooperating educator. Institutions that use alternate grading systems have the responsibility of demonstrating how their assessment is commensurate to a "B."</p>
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