



Secondary Clinical Work Agreement

Teacher Candidate: _____
Last name _____ First name _____

Teaching Assignment: _____

School: _____

Primary Course: _____
Title _____ Grade _____

Cooperating teacher: _____
Last name _____ First name _____

Secondary Course: _____
Title _____ Grade _____

Cooperating teacher: _____
Last name _____ First name _____

Weekly Planning Time: _____
Day _____ Time _____

STANFORD TEACHER EDUCATION PROGRAM CLINICAL WORK AGREEMENT

Educators learn by studying, doing and reflecting, by collaborating with other professionals, by looking closely at pupils and their work, and by sharing what they see. The development of theoretically sound professional practice cannot occur either in college classrooms separated from engagement in practice or in school classrooms separated from knowledge and theories that result from rigorous scholarship. Professional learning in both schools of education and P-12 schools should provide opportunities for research and inquiry, for trying and testing, and for talking about and evaluating the results of learning and teaching. The intersection of theory and practice occurs most productively when questions arise in the context of real work- in-progress, in schools and with pupils, informed by research and disciplined inquiry. The cooperating teacher and university supervisor provide direct support for the candidate as he/she works simultaneously in the two contexts.

This document describes the responsibilities of the **teacher candidate**, the **cooperating teacher**, and the **university supervisor** as they work in the clinical setting. The three work together to support the candidate's growth as a novice teacher. Each teacher candidate teaches under the direct and continuing classroom supervision of an assigned cooperating teacher who is a credentialed, experienced member of the school faculty and is legally responsible for the class(es) assigned to the teacher candidate. The university supervisor is also an experienced, credentialed teacher who helps to bridge the teacher candidate's classroom experience with STEP coursework. All three parties sign this agreement.

The teacher candidate co-teaches with the cooperating teacher in two different periods (**primary and secondary**). Initially, the cooperating teacher assumes primary responsibility for both classes and the teacher candidate remains in a supportive role. **During independent student teaching, the teacher candidate takes responsibility for the primary course.** The teacher candidate and cooperating teacher co-teach **the secondary course** until the end of the year, with the cooperating teacher taking primary responsibility.

The **California Standards for the Teaching Profession (CSTPs)** and **Teaching Performance Expectations (TPEs)** provide a framework for assessing and documenting the teacher candidate's progress throughout the program. These standards inform the formal observations conducted by the university supervisor and the quarterly assessments completed by the cooperating teacher and university supervisor. In addition to the CSTPs, the candidates are also held to the professional standards and expectations as outlined in the following documents: the **National Education Association (NEA) Code of Ethics** and the **Family Education Rights and Privacy Act (FERPA)**.

Graduated Responsibility

The structure of the STEP student teaching experience relies on the concept of **graduated responsibility**. In addition to observing instruction, the teacher candidates play an active role early in the placement, supporting individual students and small groups and implementing small learning segments with the support of the supervisor and cooperating teacher. Over time candidates extend their responsibility for planning, instruction, and assessment in the placement, taking ownership of learning segments that increase in length and complexity. Graduated responsibility ensures that guidance from experienced teachers shapes each candidate's development, and it also allows the cooperating teacher and supervisor to share and refine their own practice. This structure encourages candidates to merge theory and practice in authentic ways.

Graduated responsibility eventually culminates in a sustained period of **independent student teaching**, which begins in the winter. This timing allows for the candidate to complete sufficient time and experience as an independent teacher to provide evidence for recommendation for the teaching credential. This process is personalized so that candidates, university supervisors, and cooperating teachers agree on a timeline that makes sense for each candidate based on his or her strengths and abilities as a developing teacher. The following documents support graduated responsibility:

- **Building Relationships Between Teacher Candidate and Cooperating Teacher**
- **STEP Integration Plans (Fall, Winter/Spring)**
- **Graduated Responsibility in STEP**
- **Independent Student Teaching in STEP**

The Joint Work of the Cooperating Teacher and Teacher Candidate

Together the cooperating teacher and the candidate move through all phases of the **teaching cycle**: planning, instructing, assessing, and reflecting. Throughout the year the two explore and practice the different strategies that can be utilized within each phase. The following are suggestions for ways the cooperating teacher can support the growth in each phase:

Planning:

- Articulate the intended educational goals and expected outcomes for the course.

- Discuss rationale for the focus and sequencing of the course.
- Co-plan lessons, units, curriculum, and assessments with teacher candidate throughout the academic year.
- Explore strategies to diagnose and address specific student needs.

Instructing:

- Co-teach with teacher candidate according to the teacher candidate's readiness.
- Model a variety of teaching strategies for the teacher candidate.
- Provide opportunities for the teacher candidate to practice different teaching strategies to address students' interests and needs.
- Demonstrate how to manage everyday tasks such as taking roll, giving directions, and dealing with paperwork.

Assessing:

- Discuss and model different assessment techniques (e.g., objective tests, performance assessments, peer review, self-assessment, journals, portfolio, etc).
- Examine student work to identify to what extent the learners reached the educational goals and to guide future planning.

Reflecting:

- Co-reflect about daily lessons and encourage the teacher candidate to reflect on the effectiveness of the teaching technique(s) for the learners.
- Provide multiple opportunities to self-assess teaching
- Make thinking visible and share thoughts about the outcome of a lesson.
- Emphasize the teacher candidate's strengths and give constructive, specific feedback about areas for improvement.
- Discuss strategies and help set goals for the teacher candidate to address specific areas for improvement.

Graduated responsibility allows for candidates to develop at different rates throughout the year and within each phase of the teaching cycle. For example, a teacher candidate may be comfortable at utilizing different instructional strategies but still need considerable support in developing assessments. By mentoring the teacher candidate in the ways described above, the cooperating teacher will support the teacher candidate's move into the primary teaching role for the **primary course**. As the candidate takes on more responsibility in the class, the cooperating teacher plays a more supportive role. The two continue to plan and debrief on a regular basis. By winter, the teacher candidate should already have experienced significant responsibility for multiple components of the curriculum.

The cooperating teacher, the university supervisor, STEP's director of clinical work, and director determine the appropriate time for the candidate to begin **independent student teaching** in the primary course. Independent student teaching begins well before the final eight weeks of the school year. Although the candidate assumes responsibility for the classroom during independent student teaching and may be left in charge of the classroom, the cooperating teacher remains the "teacher of record" throughout the academic year. For more information, see "Independent Student Teaching in STEP."

Responsibilities of the Cooperating Teacher

- Meet with teacher candidate and university supervisor (**three-way meeting**) at the beginning of the placement and at the end of each quarter
- Review the STEP handbook
- Observe the candidate's teaching to collect evidence for quarterly assessment (use suggested observation tools found in the STEP handbook). Make your thinking visible before, during, and after class.
- Maintain proactive, ongoing communication with the supervisor about the candidate's progress. The supervisor and cooperating teacher together monitor the candidate's graduated responsibility trajectory. Should concerns arise, the supervisor should be notified immediately to determine how best to support the candidate. If necessary, the STEP Director of Clinical Work may provide additional guidance.
- Complete three quarterly assessments and upload them to Watermark/ Tk20. (**Note:** The teacher candidate will not receive a grade for Seminar until each quarter report is received, and all reports for the year must be received before they can graduate.)
- Discuss the content of the quarterly assessment with the teacher candidate and set future learning goals.

Responsibilities of the Teacher Candidate

The teacher candidate maintains a professional presence while at the school site, communicating and relating with colleagues, students, and families.

- Be present and at the school site for about 20 hours per week for the full academic year; be prepared to fulfill his or her obligations in the teaching assignments.
- Maintain prompt and regular attendance and conscientious out-of-class preparation for teaching responsibilities
- Maintain up to date records of curricular plans; abide by school policies; meet administrative due dates;
- Visit and observe other classrooms on a regular basis as detailed in the integration plan.
- Email absences for any reason to the cooperating teacher, university supervisor, director of clinical work, and director
- Request absences for special circumstances in writing from the cooperating teacher, director of clinical work, and director

Videotaping

As part of the teacher candidates' work for Stanford University they are required to videotape their teaching. The videotapes are kept by the student and by Stanford University and may be shared with other teacher educators and other teacher candidates to help them analyze and improve their teaching. Neither the students' names nor the name of the school will be used in any reports or presentations of the video. A form will be sent to each parent for them to indicate if they are willing to have their child appear in the video.

Substitute Teaching

STEP teacher candidates may serve as substitute teachers for their cooperating teachers only, but not until the university supervisor has completed one formal observation, and the cooperating teacher, university supervisor, and STEP director of clinical work have given their written approval. Under certain non-routine circumstances, teacher candidates who have completed all of their subject matter competence requirements and have attained daily independent teaching status may be allowed to accept a paid long-term substitute teaching position if the position offers specific supports required by STEP and if the advisory team determines that the teacher candidate is prepared to meet students' needs adequately. The position will be discussed with the cooperating teacher(s), university supervisor, school administration, and STEP teacher candidate before a final decision is reached. Final approval is given by STEP.

Extracurricular Activities

The teacher candidate should not receive assignments to extracurricular activities from the school. If the schedule permits, the STEP teacher candidate will attend a minimum of one department meeting and one faculty meeting per semester, parent- teacher conferences, and back-to-school events. STEP encourages teacher candidates to voluntarily participate in school activities if time permits. However, STEP teacher candidates should not be required to attend meetings that conflict with classes at Stanford.

Responsibilities of the University Supervisor

The university supervisor plays a vital role as a bridge between the university and clinical context, a mentor, and an evaluator of the candidate's progress. As they pertain to the field placement, the supervisor's responsibilities are to:

- Facilitate three-way meetings at the beginning of the placement and at the end of the quarter to discuss quarterly assessment and set goals
- Using the integration plan as a framework, communicate with the cooperating teacher and teacher candidate about how the principles of graduated responsibility are being enacted in the placement.
- Conduct at least nine formal observations during the academic year (one per quarter is videotaped)
- Complete quarterly assessment each quarter.
- Facilitate information stream between Stanford and the cooperating teacher regarding candidate's progress and needs.
- Report any concerns to STEP's director of clinical work immediately

If you need to be in contact with STEP regarding any of the above or STEP Teacher candidate concerns, please call or email:

Peter Williamson, Faculty Director of STEP Secondary at peterw@stanford.edu or Ruth Ann Costanzo, Director of Clinical Work at 650-996-0533 rcostanzo@stanford.edu

**STANFORD TEACHER EDUCATION PROGRAM
SECONDARY CLINICAL WORK AGREEMENT**

Content Area: _____ Date: _____

STEP Teacher Candidate name, printed (last name, first) _____ Signature _____

District _____ School _____

Weekly Planning Day _____ Time _____

Name of primary course _____ Grade level _____

Name of secondary course _____ Grade level _____

CT's E-mail _____ CT's Phone _____

Cooperating Teacher's name, printed (last name, first) _____ Signature _____

Dept. Head name, printed (last name, first) _____ Signature _____

Administrator's name, printed (last name, first) _____ Signature _____

(650) 996-0533
Ruth Ann Costanzo, STEP Director of Clinical Work's Signature _____ Phone (work) _____

Peter Williamson, STEP Secondary Director's initials _____ Date _____