

**Common Standard 7: Field Experiences and Clinical Practice**

The unit and its school partners design, implement, and regularly evaluate a planned sequence of field and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that they meet state adopted academic standards. For each credential and certificate program, the unit collaborates with its school partners regarding the criteria for selection of school sites, effective clinical personnel and site-based supervising personnel. Fieldwork and clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching and learning and develop strategies for improving student learning.

***Induction Programs:*** *The school site and field experience in induction involves the teacher working in his or her own classroom, and if necessary, the program provides additional experiences to support participating teachers in demonstrating the knowledge, skills, and abilities as defined in the program standards.*

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The Monterey County Office of Education BTSA Induction program utilizes the Formative Assessment for California Teachers (FACT) as a means for facilitating the induction process for its participants. The FACT program supports teachers in analyzing their teaching context and using that information to drive instruction while concurrently, demonstrating and applying Induction Standards 5 and 6. All participating teachers are involved in their classrooms via a variety of FACT activities. The first module, A, requires participating teachers to gather data on their class, school, district, and community. Teachers discuss and reflect with their trained support provided on how they can use this information to better meet the needs of their students. Some of the more specific information gathered includes identifying students who are English language learners, students who have special needs (such as GATE), and students who have a medical condition, IEP, 504 plan, or have had previous SST intervention. In this module, participating teachers are also asked to identify resources in the school and district that may support their efforts to best meet the needs of their students. For example, they should know how to obtain information on the district's IEP process (who, what, how, where) and the district's homework policy.

In Module B, participating teachers are asked to assess their current teaching practice so they may better discern their own strengths and areas of growth. If the participating teacher has a document from their preservice institution that identifies areas of growth according to the Teacher Performance Assessments (TPA), it is used as a springboard for this module. During this process, teachers analyze their knowledge, skills, and abilities. They are provided with the opportunity to share what it is they feel they need assistance with or want to learn more about. This information also provides the support provider with guidance as to what to look for during observations and to glean ideas for the inquiry that takes place in Module C. Reflective conversation takes place between the support provider and participating teacher as to how the teacher can demonstrate growth over time in specific areas and in alignment with the participating teachers needs. All of the activities and reflections are founded on the California Standards for the Teaching Profession (CSTP) and Induction Standards 5 and 6.

Module C is the heart of the FACT program. It is key to examining practice through a reflective process and journey – it is driven by the teacher, for the teacher. Module C consists of several activities that

involve the teacher in their own classroom and provides several opportunities for the participating teacher to demonstrate their knowledge, skills, and abilities as defined by the program standards. These activities include identifying three focus students (based on induction standards 5 and 6) whose abilities are assessed and accounted for in the lesson planning. There is also a formal observation and a lesson planning series. The core of the module is the Individual Induction Plan. The plan requires the participating teacher to identify the induction standard of focus based on the self-assessment completed in Module B, a focus question for the inquiry, identification of CSTPs that will be addressed, and how the outcomes of the inquiry will effect student learning. The above is completed through a 4-step action plan: date(s), research, application, and results.

Upon completion of Modules A, B, and C, the participating teacher then completes Module D, Summary of Teaching Practice. This module provides the participating teacher with the opportunity to identify teaching practices that had the greatest effect on student learning via a collaborative, reflective conversation with their support provider. The Module D activities also provide an opportunity for the participating teacher to identify areas of growth for the following year.

In the event a participating teacher is not able to identify a focus student that falls under the stipulations of induction standards 5 or 6, every attempt will be made to provide them the opportunity to indicate they are able to demonstrate and apply differentiated strategies to ensure equity in educational opportunity. For example, the participating teacher may demonstrate their strategies in another classroom after observing a master teacher. The participating teacher may also be asked to use research based differentiated instruction strategies in their own classroom even if the target population is not present.